

# **ARIZONA COMPREHENSIVE COMPETENCY BASED GUIDANCE**

## **2002 CCBG PROGRAM HANDBOOK K-12**

ARIZONA DEPARTMENT OF EDUCATION

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# **Arizona Comprehensive Competency Based Guidance Program**

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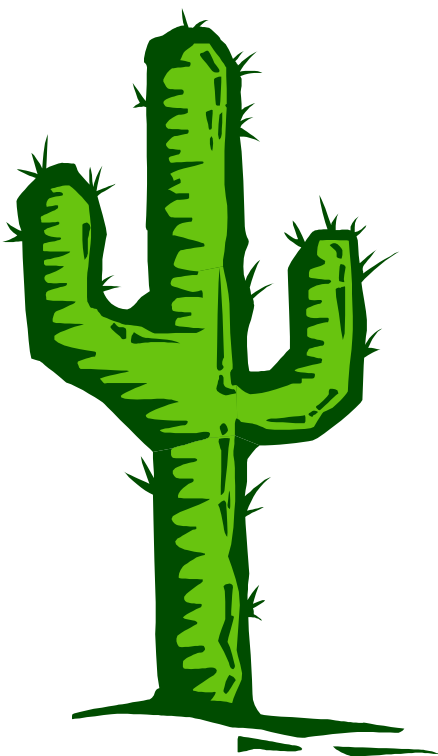
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# Overview



# **Arizona Comprehensive Competency Based Guidance Program**

## **Introduction**

Since 1990, Arizona school counselors have worked to implement a Comprehensive Competency Based Guidance (CCBG) program in their schools and districts. Counselors have been aided in their efforts through the Arizona Counselors Academy, an annual professional development program where National experts in the field of school counseling have helped Arizona counselors shape and redefine the CCBG program model. Partners in the twelve years of trainings have been the Arizona School Counselors' Association, Inc., the Arizona Department of Education (ADE), the Center for Educational Development of the Pima County School Superintendent's Office, Northern Arizona University, Arizona State University, University of Phoenix, and the University of Arizona. The Arizona State Department of Education, Guidance Division, provided the pioneering force for the development of a Comprehensive Competency Based Guidance Model. Dr. Tina Ammon provided the vision and leadership to build a strong foundation in Arizona.

As the model was revised and improved, a number of national experts in the guidance and counseling field have made significant contributions to the model. These include Dr. Norm Gysbers, Professor of Educational and Counseling Psychology, University of Missouri - Columbia; Dr. C.D. Johnson, President of Johnson's and Associates, Dr. Sharon Johnson, Associate Professor of Counselor Education, California State University - L.A.; Dr. Robert Myrick, Professor of Education, University of Florida - Gainesville; Dr. Stan Maliszewski, Associate Professor, Educational Psychology - Counseling and Guidance, University of Arizona; and Dr. John Dudley, Educational Consultant, Lincoln, Nebraska. Members of the Arizona School Counselors Association, Inc. have provided leadership, instruction, and continuity to the academy each year. Don Lawhead, Former Director, Center for Educational Development of the Pima County School Superintendent's Office, and the Center for Excellence at Northern Arizona University provided the technical assistance for the academies.

This publication provides Arizona school counselors and administrators an overview of the Arizona Comprehensive Competency Based Guidance (CCBG) Program, the state model for school guidance and counseling.

## Background

The Arizona Comprehensive Competency Based Guidance (CCBG) Program, which began in 1990, is truly an evolving work. The original model stemmed from the professional experience of a small group of Arizona counselors and closely followed the work of Drs. Norman Gysbers and C.D. Johnson. By the mid-1990s, they incorporated information from the *National Career Development Guidelines*\*. The National Career Development Guidelines, developed by the National Occupational Information Coordinating Committee (NOICC) in the 1980's, are a group of competencies and a number of suggested indicators for each of the competencies, grouped into the following three broad areas: (1) Self-knowledge, (2) Educational and Occupational Exploration, and (3) Career Planning.

During the mid 1990's, the American School Counselor Association (ASCA) Developed *the National Standards for School Counseling Programs*. There are nine standards, each with a number of "competencies," that focus on student development in the following three broad content areas: (1) Personal/Social, (2) Academic, and (3) Career Development.

The *ASCA Standards* or the *NOICC Guidelines* are very similar and either one or a combination of the two may serve as the basis for a comprehensive guidance program. For example, *the NOICC Guidelines self-knowledge* area equates to *ASCA Standards' person/social* development, just as the *educational-and-occupational-exploration* area is similar to the *academic* area. Of course the *Guidelines' career-planning* component parallels *ASCA's career-development* area. Furthermore, they both address the developmental needs of students during all ages and stages with the *ASCA Standards* focusing on grades k-12 and *the NOICC Guidelines* including adults as well as grades k-12.

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\* The *National Career Development Guidelines: K-Adult Handbook* (Linda Kobylarz, ed. 1996) is available from the National Training Support Center, Highline Community College, P.O. Box 98,000 - M-S Omni 3-1, Des Moines, WA, 98198.

Because Arizona's CCBG Model predates the ASCA Standards, it more closely follows the NOICC Guidelines but CCBG clearly encompasses the ASCA Standards as well. Currently, Arizona educators are looking forward to the summer of 2002 when ASCA will release a new national model for school counseling programs. Many facets of the Arizona CCBG Program are incorporated into the new national model and Arizonans Judy Bowers, Susan Mellegard and Stan Maliszewski are among the leaders charged with development of the new model.

*While these materials are excellent resources, it is critical that school districts/schools first determine the unique needs of their students and then adapt the relevant competencies/standards to address those needs. Each school district/school will also develop their unique delivery system and means of determining success outcomes. Documenting their students' needs gives the guidance program a framework from which to build the program and provides a rationale for the curriculum. On the other hand, not having documentation about needs or current conditions leaves the CCBG program open to criticism for failing to address what others perceive to be needs.*

The National Career Development Guidelines and the ASCA National Standards for School Counseling Programs facilitate student development in the career, educational, and self knowledge areas and

- They shift attention away from what the counselor does and focuses on how students benefit from having school counselors.
- They provide students with the competencies they need to be successful in school, in a career, and in relationships.
- They are student focused.
- They establish school counseling as an integral component of the academic mission of the school.
- They identify the attitudes, knowledge and skills that all students should acquire as a result of the K-12 school counseling program.
- They ensure that school counseling programs are comprehensive in design and delivered in a planned, systematic manner for all students.
- They can be objectively evaluated.
- They use developmentally appropriate curriculum.

# Arizona Comprehensive Competency Based Guidance

## What Is A Comprehensive Competency Based Guidance Program?

1. *Programs are comprehensive and developmental.* They are developmental when the K-12 guidance activities are conducted on a continuing and planned basis. While immediate and crisis needs of students must be met, a major focus of developmental programs is on systematically providing students with experiences throughout their schooling to help them gain competencies to meet their personal, social, educational, and career needs. Guidance programs are comprehensive in that a full range of activities and services is provided including assessment, information, counseling, consultation, referrals, placement, follow-up and evaluation.

2. *Program focus on students' competencies, not their deficiencies.* To some a major focus in guidance is the problems students have and the obstacles they may face. Addressing deficiencies is important, but should not dominate. If it is emphasized in isolation, attention is often focused on what is wrong with students, not what is right. Obviously, problems and obstacles need to be identified and remedied, but they should not overshadow the existing or potential competencies of students. A major emphasis of a guidance program is to help students develop guidance related competencies by building on the strengths they already have.

3. *Programs mandate collaboration.* A developmental guidance program is based on the assumption that counselors, teachers, parents/guardians, administrators, and community agencies are involved in supporting and carrying out the guidance program. At the same time, it is understood that certified counselors are central to the planning, implementing and evaluation of the program. They deliver a program to students and work in consultative and collaborative relationships with teachers and other members of the school team and community.

4. *Programs mandate articulation.* A basic assumption of comprehensive guidance programs is program continuity - i.e. content and programmatic linkages across all grade levels K-12. This means that the guidance counselors, across all levels, meet on a regular basis to exchange information and to update programs as new programs and student needs are identified.

5. *Programs must be evaluated.* Comprehensive programs have identifiable and quantifiable structure, processes, activities, content, outcomes and resources. Program assessment is ongoing and provides the basis for program improvement.

Johnson, S.K. & Whitfield, E. A. ( 1991) Evaluating Guidance Programs. American College Testing & The National Consortium of State Career Guidance Supervisors.



## **Arizona Comprehensive Competency Based Guidance Program**

### **Counselor Collaboration**

**Counselors are taking a leading role in educational reform to help all students achieve at the same level and to eliminate the achievement gap that exists. One of the strategies that counselors use is collaboration with the following groups.**

*With Teachers:* First school counselors must partner with teachers to teach the competencies in the Comprehensive Competency Based Guidance (CCBG) program. Counselors should share the CCBG competencies with the teacher and compare them with the teacher's competencies to find similar competencies. Counselors collaborate with teachers to develop and infuse guidance activities into their instructional program. Teachers also serve as mentors and advisors to students. School counselors can help teachers learn new techniques for reaching all students through an understanding of learning styles, cultural backgrounds, group process skills, and conflict resolution strategies. The result of strong partnerships between teachers and school counselors will be a strong support program to help students achieve academically. In addition, as counselors and teachers work together to teach conflict resolution skills, a school community will be established that is conducive to a safe environment.

*With Principals:* School counselors and school principals must work very closely. They should collect and share data regarding school performance and academic achievement, develop prevention and interventions around the Comprehensive Competency Based Guidance Program model, co-designing broader strategies to address school wide problems and emphasizing school climates that are healthy and positive.

*With Families:* The family and school linkage is critical to addressing academic performance and school safety. Coleman (1987) and Comer (1995) identify the lack of parental involvement as a major contributing factor to children who are unable to succeed in school. Suggestions include (1) provide skill training for parents involving communication skills, parenting skill-training, tutoring in the classroom, parent rights; (2) keep parents informed about school events, report card dates, school safety plans, and help available for academic needs; (3) involve parents as partners in student

career planning and decision making. The number one influence on career decision making by students is parents.

*With Other Professionals:* Support personnel would include the school psychologist, school social workers, special education staff and the nurse. Communication needs to be established at each school and in the district in order to have the most effective working relationships with support personnel. Counselors will confer with support personnel in meeting the educational needs of each student.

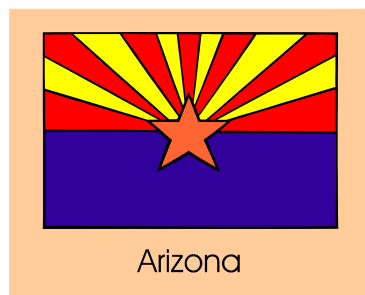
*With Agencies:* School counselors collaborate with agencies in several ways. First, they team with agency personnel to teach some of the CCBG competencies. Counselors also make referrals to community agencies, social services, family counseling, juvenile services, child protective services and business organizations. The support from community agencies is invaluable to school counselors.

Bemak, F. (2000). Transforming the role of the counselor to provide leadership in educational reform through collaboration. *Professional School Counselor*, 3(5), 323.

Coleman, J. S. (1987). Families and schools. *Educational Research*, 16(6), 32-38.

Comer, J. P. (1995). *School Power*. New York: The Free Press.

Ponec, D. L. & Brock, B. L. (2000). Relationships among elementary school counselors and principals: A unique bond. *Professional School Counselor*, 3(3), 208-218.



## Arizona Comprehensive Competency Based Guidance Program

### A Comparison of Guidance and Non-Guidance Activities

CCBG PROGRAM ACTIVITIES	NON-CCBG PROGRAM ACTIVITIES
<ul style="list-style-type: none"> <li>Improving student achievement through individual student academic, career and personal/social program planning</li> </ul>	<ul style="list-style-type: none"> <li>Clerical registration and scheduling of new students</li> </ul>
<ul style="list-style-type: none"> <li>Interpreting cognitive, aptitude and achievement tests</li> </ul>	<ul style="list-style-type: none"> <li>Administering cognitive, aptitude and achievement tests</li> </ul>
<ul style="list-style-type: none"> <li>Counseling students who are tardy or absent</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility for signing excuses for students who are tardy or absent</li> </ul>
<ul style="list-style-type: none"> <li>Counseling students as to appropriate behavioral standards, school dress, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Performing disciplinary actions</li> </ul>
<ul style="list-style-type: none"> <li>Analyzing grade-point averages in relationship to achievement</li> </ul>	<ul style="list-style-type: none"> <li>Computing grade-point averages</li> </ul>
<ul style="list-style-type: none"> <li>Interpreting student records</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining student records</li> </ul>
<ul style="list-style-type: none"> <li>"Ensuring" that student records are maintained as per state and federal regulations</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining student records</li> </ul>
<ul style="list-style-type: none"> <li>Assisting the school principal with identifying and resolving student issues, needs and problems</li> </ul>	<ul style="list-style-type: none"> <li>Assisting with clerical duties in the principal's office</li> </ul>
<ul style="list-style-type: none"> <li>Collaborating with teachers to present proactive, prevention-based guidance curriculum lessons and documenting student results</li> </ul>	<ul style="list-style-type: none"> <li>Work with one student at a time in a therapeutic, clinical mode</li> </ul>
<ul style="list-style-type: none"> <li>Providing teachers with suggestions for conflict resolution and classroom management issues</li> </ul>	<ul style="list-style-type: none"> <li>Disciplining students</li> </ul>

# **Arizona Comprehensive Competency Based Guidance Program**

## **Program Benefits**

### **Benefits for Students**

- Increases number of students able to participate in the guidance process.
- Increases opportunities for consistent counseling services throughout the school year.
- Increases opportunities for counselor-student interaction.
- Increases classroom performance.
- Increases knowledge of the changing world.
- Increases knowledge of self and others.
- Develops decision-making skills.
- Promotes knowledge and assistance in career exploration and development.

### **Benefits for Parents/Guardians**

- Increases an awareness of the nature and scope of the guidance and counseling program.
- Improves communications between home and school.
- Increases opportunities for collaboration and cooperation between parents and school staff.
- Increases knowledge of what assistance parents and their children can receive from the counselor and school.
- Further involves the parents/guardians in their child's educational development and long-range planning.

### **Benefits for Guidance Personnel**

- Clearly defines role and function.
- Eliminates non-guidance activities.
- Provides opportunities to reach all children.
- Creates a tool for program management.
- Clearly defines responsibilities and activities for specific student competencies and outcomes.
- Creates public awareness and visibility of guidance program functions.

### **Benefits for Teachers**

- Encourages positive, supportive working-relationships with other teachers and counselors.
- Provides a team effort to address student needs and core competencies.
- Increases the likelihood of academic success.

### **Benefits for Administrators**

- Provides program structure with specific content.
- Provides a means of evaluating the guidance program.
- Enhances the image of the guidance program in the school and the community.
- Promotes responsive curriculum.
- Increases program accountability and student impact.

### **Benefits for Business, Industry and Labor**

- Provides increased opportunities for collaboration among counselors and business, industry and labor communities.
- Enhances the role of the counselor as a resource person.
- Increases opportunities for business, industry and labor to participate actively in the total school program.
- Provides a potential work force with decision-making skills, pre-employment skills and increased worker maturity.

## **Arizona Comprehensive Competency Based Guidance Program**

### **Suggested Resources**

For effective implementation of the comprehensive, developmental guidance program to occur, certain program conditions and resources are needed to successfully implement a CCBG program as outlined below:

#### **Program**

- All students, parents, teachers and other recipients of the guidance program have equal access to the program regardless of gender, race, ethnicity, cultural background, disability, level or socioeconomic status, learning ability or language.
- The program operates in a supportive working environment and has an adequate budget and guidance materials.
- The school counselor works cooperatively with parents and teachers and follows local guidance policy regarding guidance and counseling for students.
- School administrators understand and support the program's priorities and demands.

#### **Staff**

- School counselors hold a valid Counselor Certificate from their state.
- School counselor responsibilities are clearly defined and make maximum use of the school counselor's expertise.
- The counselor-to-student ratio is adequate to implement the designed program. (see suggested counselor-to-student ratio from ASCA in the appendix)
- There is clerical support.

#### **Budget**

- A guidance department budget is established to support program needs and goals.
- Budgets are established at the local level or district level similar to those of other departments

- Local, state and federal funds are made available to support the program's goals.

### **Materials, Supplies and Equipment**

- Materials are relevant to the program and appropriate for the community.
- The school counselor consults with the advisory committee, the library media specialists and local board policy concerning the evaluation and selection of materials for the program.
- Materials, supplies and equipment are easily accessible and of sufficient quantity to support the program.
- Each school counselor has a locking file cabinet, telephone and computer with Internet access.

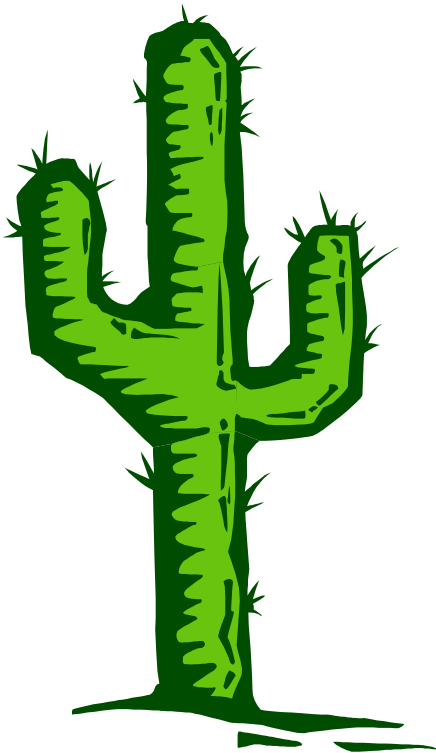
### **Facilities**

- All facilities are easily accessible and provide adequate space to organize and display guidance materials.
- The school counselor has a private office that is designed with consideration of the students' right to privacy and confidentiality.
- There are facilities for group guidance and counseling.

### **Technology**

- School counselors receive ongoing training to use technology daily in their work including the Internet, Intranet, word processing, scheduling, power point, and other appropriate software programs
- School counselors use technology to help students do career, postsecondary, financial aid, military and other appropriate searches.
- School counselors use the Internet data regarding their school population to work with the principal and teachers in making recommendations to improve academic achievement.
- The school counselor has a computer in his/her office.

# Conceptional Model





# **Arizona Comprehensive Competency Based Guidance Program**

## **Focus**

The Arizona Comprehensive Competency Based Guidance Program shifts attention away from what the counselor does and focuses on how students benefit from having a comprehensive guidance and counseling program in the school. This approach provides students with the competencies they need to be successful in school, in a career, and in relationships.

## **Program Model**

The Arizona Comprehensive Competency Based Guidance Program consists of a system of elements that are interrelated and interdependent. It also provides congruence with individual school districts' philosophy, curriculum, Arizona Academic Standards, and other programs. The elements are organized into four major areas.

### **I. Foundation**

This area includes the elements that provide the framework for the guidance program and defines student results.

### **II. Delivery System**

This area includes the ways in which the guidance program is delivered to students.

### **III. Management System**

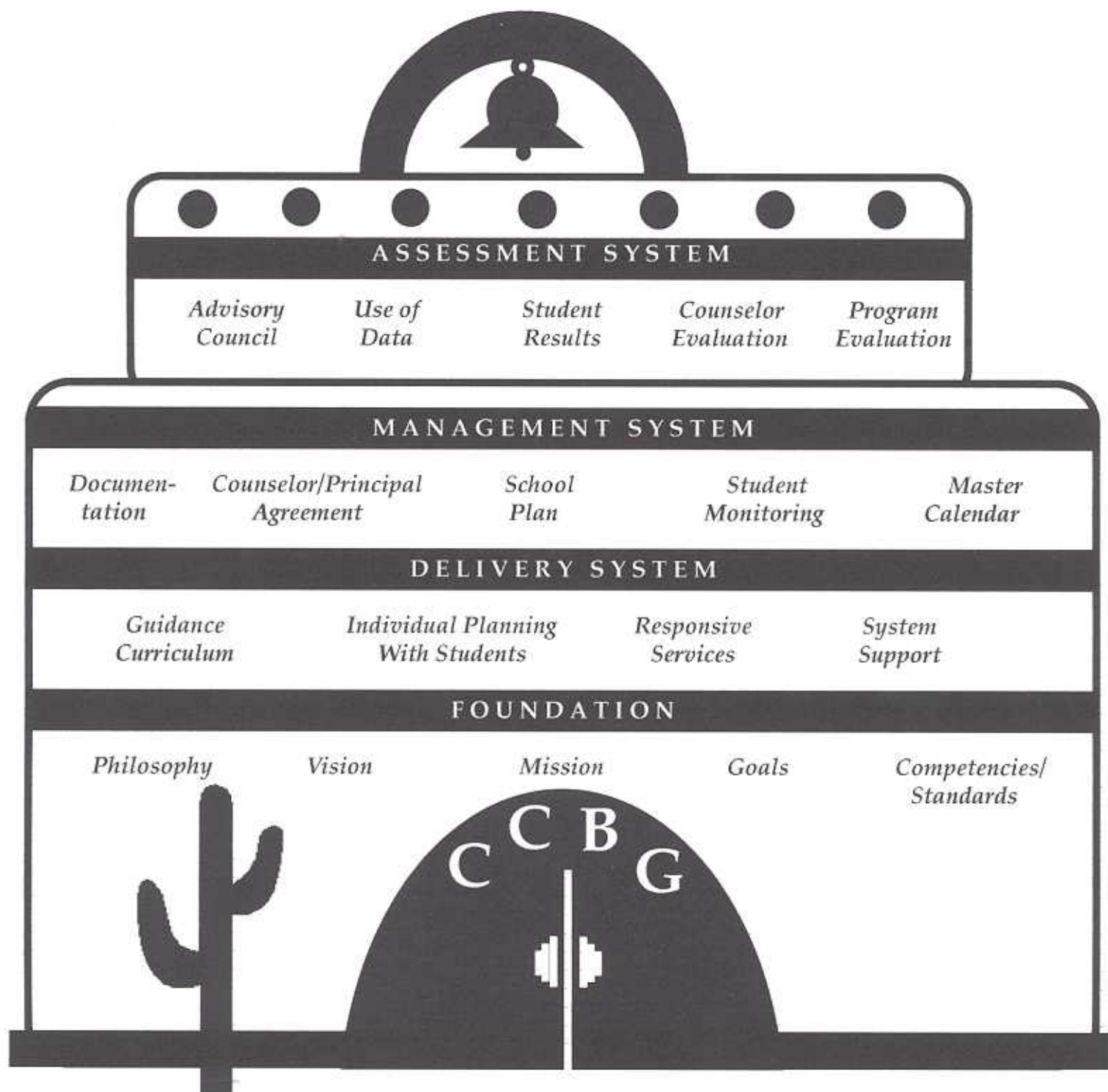
This area specifies the process by which the guidance program is managed for results.

### **IV. Assessment System**

This area measures student results, the effectiveness of counselors, and overall program success.

## ARIZONA COMPREHENSIVE COMPETENCY BASED GUIDANCE PROGRAM MODEL

Arizona counselors are working to implement the Arizona Comprehensive Competency Based Guidance Program (CCBG). This approach consists of a system of elements that are interrelated and interdependent. CCBG provides a framework for the guidance program, clearly defining the role of the school counselor, and is measured by student competency attainment. The following is the Arizona CCBG conceptual model.



# Arizona Comprehensive Competency Based Guidance Program

## Program Elements Defined

### **I. Foundation: This component provides the framework.**

- A. Philosophy:** A set of guiding principles that are used in the development, implementation, and evaluation of the program. The principles (usually a set of "we agree" statements) address all students, focus on prevention, specify the management system, indicate how counselors will maintain their professional competencies and indicate the ethical guidelines.
- B. Vision:** The future-oriented statement that clearly depicts the program's direction and the desired outcomes for students. The vision statement supports the vision of the school district/school.
- C. Mission:** The statement of purpose of the guidance program. A mission statement includes, who will do it? What will they do? Who will benefit? What is the outcome or evidence? The mission statement supports the mission of the school district/school.
- D. Goals:** An extension of the statement of purpose (mission) that defines the desired results to be met by the time the student is ready to graduate. They are stated in terms of what the students are to achieve.
- E. Conceptual Model:** Provides a framework for students' goals and competencies. It serves as an organizer for all elements of the program.
- F. National Standards/Competencies:** Competencies are knowledge, attitudes, or skills that are observable and can be transferred from a learning situation to a real-life situation, and that involves the production of a measurable outcome.

**II. Delivery System:** This component includes the ways in which the guidance program is delivered to students.

- A. Guidance Curriculum:** Structured, developmental lessons presented systematically through classroom and group activities; kindergarten through twelfth grade. Counselors, teachers and others may deliver the lessons.
- B. Individual Planning with Students:** Activities that help all students plan, monitor and manage their own learning as well as their personal, academic and career development.
- C. Responsive Services:** Activities to meet the immediate needs and concern of students whether these needs or concerns require counseling, consultation, crisis counseling or referrals to a community agency.
- D. System Support:** Activities that establish, maintain and enhance the guidance and counseling program through professional development, research, staff and community relations, and consultation activities with staff and community relations, and consultation activities with staff, parents and the advisory committee.

**III. Management System:** This component specifies the process by which the guidance program is managed to ensure the desired results.

- A. Documentation:** In order for counselors in Arizona to be able to document and evaluate the CCBG Program, planning and data collection must take place. Some of the ways counselors manage their program are described in this section.
- B. Counselor/Principal Agreement:** The agreement is unique to the CCBG process in that it becomes the single most important documentation of outcomes to be attained with students, staff, parents, and the community.

**C. School Plan:** A program implementation plan developed by the counselor/s indicating how the results will be achieved. It contains the competencies and completion dates.

**D. Student Monitoring:** Monitoring student's progress ensures each student acquires the identified competencies. Monitoring may be systemic by district, or specific to school site, grade, class or individual, depending on site and student need. The process includes recording verification of the completion of the competency on a form (planning folder, portfolio, computer disc, or other document) measuring student improvement over time.

**E. Master Calendar:** A master calendar of guidance events is planned by the counselor/s. It is broken down by months, name of activity and the grade involved. The calendar shows the overall picture and time frame of the guidance and counseling program. This calendar then can be used to publicize upcoming events and lets the school community know what is happening in the guidance and counseling department.

**IV. Accountability System: This component measures the results students have achieved and the effectiveness of the program. In addition, counselors will be able to identify program improvement needs.**

**A. Use of Data:** The use of data will drive the program and will be the basis for targeting program growth and judging program success. The data collected is determined upfront - - during program planning - - and must include both formative data and summary data. The overall program success is determined by the following:

- **Student needs assessment data** is the basis for prioritizing competencies and judging success.
- **Advisory Council** reviews program results and makes recommendations.

- **Student results** determine the level of competency attainment by the students.
  - **Counselor evaluations** document the success of the personnel responsible for the guidance program.
  - **Program evaluation** provides overall guidance program evaluation at the school and district level.
  - **All evaluations** serve as the basis for program improvement.
- B. Advisory Council:** Members include representatives of those groups affected by the CCBG program, including parents/guardians, teachers, staff, administration, local community groups and students meet twice a year. The purpose is to review guidance program results and recommend priorities to the appropriate administrative body.
- C. Student Results:** Review of the impact that the guidance program has on students. Counselors use several methods including formal and informal evaluations to see if the competencies were attained.
- D. Counselor Performance Evaluation:** The school counselor's performance evaluation contains basic standards of practice expected of school counselors implementing comprehensive school guidance and counseling programs. These performance standards serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.
- E. Program Evaluation:** A program evaluation instrument helps counselors assess the level of implementation and program effectiveness and serves as the basis for program improvement. Program evaluation takes various forms (both formative and summative) and is an ongoing process.

# **Arizona Comprehensive Competency Based Guidance Program**

## **Foundation**

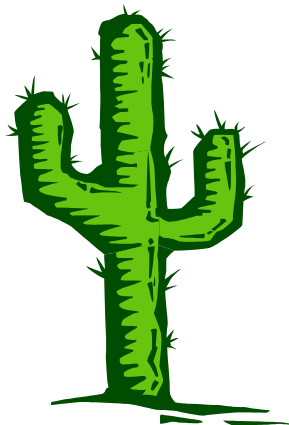
The foundation components of the Arizona Comprehensive Competency Based Guidance Program are defined in the following areas:

### **Philosophy**

### **Vision and Mission**

### **Goals**

### **Student Competencies/ Standards**



# Arizona Comprehensive Competency Based Guidance Program

## Philosophy

The philosophy is a set of guiding principles that are used in the development, implementation, and evaluation of the program. The principles address all students, focus on prevention, specify the management system, indicate how counselors will maintain their professional competencies and indicate the ethical guidelines.

### **The counselors in Arizona believe that**

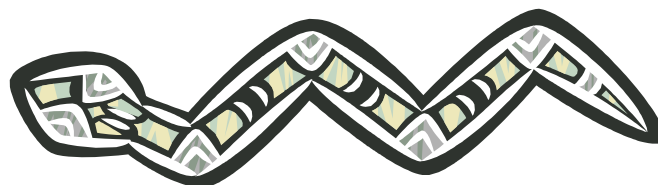
- every student has dignity and worth,
- every student has the right to participate in the guidance program,
- every student regardless of ethnic, cultural, racial, sexual orientation, gender, etc., differences and special needs are considered in the planning and implementation of the guidance program,
- all students K-12 shall have access to a full-time state certified Masters degree level school counselor,

### **and that the Arizona Comprehensive Competency Based Guidance Program**

- be based on specified goals and developmental student competencies,
- be planned and coordinated with other representatives of the school and community,
- utilize the many combined resources of the community,
- be evaluated on specified goals and agreed upon student competencies,
- actively involve students and others to monitor student results,

### **and that all Arizona counselors**

- abide by the professional ethics of guidance and counseling as advocated by the American School Counselor Association,
- participate in professional development activities essential to maintain a quality guidance program.





# **Arizona Comprehensive Competency Based Guidance Program**

## **Vision and Mission**

According to researchers from the Southwest Educational Development Laboratory, "mission" relates to the purpose, while "vision" relates to the picture of what the school district/school wants to attain. Therefore, the Mission statement encompasses the reason for the school/school district's existence, that is, what it strives to do. The mission statement then provides the base for developing a vision. The school exists for a reason, and the vision is the incentive or motivation to work toward a future-oriented goal.

- A mission statement will include: Who will do it? What will they do? Who will benefit? What is the outcome or evidence?
- A vision statement should be future-oriented, clear and concise, and likely to lead to a clearly better future for the students.

Other educators, parents, students and the community to the extent possible should contribute to developing the vision and mission. The vision of the CCBG Program should be in line with those of the school and district.

**The vision of Arizona Comprehensive Competency Based Guidance Program is for school counselors to work collaboratively with faculty, parents, business and industry, and the community that enables every student, regardless of individual differences, to acquire the self-knowledge, educational, occupational, and career development competencies necessary to succeed and contribute in a changing society.**

**The mission of the Arizona Comprehensive Competency Based Guidance Program is for school counselors to work collaboratively with faculty, parents, business and industry, and the community to provide every student ongoing, high quality assistance to enhance their self-knowledge, educational, occupational, and career development. As a result, Arizona students will have the competencies necessary to succeed in school and beyond as demonstrated by their record of competency attainment.**

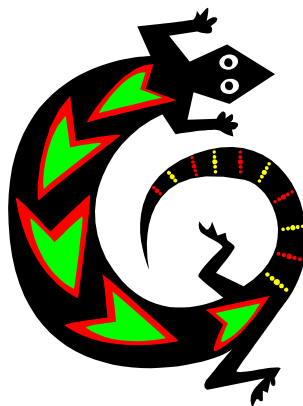
# Arizona Comprehensive Competency Based Guidance Program

## Goals

Goals are an extension of the statement of purpose and define the desired results to be met by the time the student is ready to graduate. They are stated in terms of what the students are to achieve, for example, how to learn and how to relate to others.

**The goals of the Arizona Comprehensive Competency Based Guidance Program are:**

- **Academic Development:** Students will acquire and demonstrate competencies in academic achievement, life long learning, and acquire skills in critical thinking so they may constructively deal with and contribute to society.
- **Career Development:** Students will acquire and demonstrate competencies in life skills and future planning along with preparing for postsecondary opportunities and a career.
- **Personal/Social Development:** Students will acquire and demonstrate competencies in effective personal/social skills.



# **Arizona Comprehensive Competency Based Guidance Program**

## **Student Competencies / National Standards**

Competencies consist of specific knowledge, attitudes, and skills defined by level for all students. They are developmental and measurable.

The competencies used in Arizona are from the National Career Development Guidelines and incorporate the National Standards set forth by the American School Counselors Association. The nine standards defined by ASCA ensure that all students are moving toward a stated goal and are organized by level in the following domains:

Academic Development / Career Development  
Personal/Social Development

Student indicators under each competency specify the knowledge, attitudes and skills students should attain.

**\*The National Career Development Guidelines can be found on pages 44-48 of the appendixes.**

**\*\*ASCA's National Standards for School Counseling Programs can be found on pages 49-52 of the appendixes.**

## **Arizona Comprehensive Competency Based Guidance Program**

### **Delivery System**

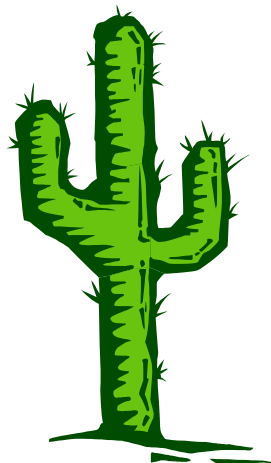
There is a planned, organized method to delivering the guidance program. The components in this area are:

#### **Guidance Curriculum**

#### **Individual Planning With Students**

#### **Responsive Services**

#### **System Support**



# **Arizona Comprehensive Competency Based Guidance Program**

## **Delivery System**

This section of the AZ CCBG describes the activities, interactions, and areas delivering the guidance and counseling program. Sample forms and other materials relevant to this section can be found in the appendixes of this handbook. Counselors use four strategies in delivering the program. These are listed as follows and more thoroughly defined in the next pages:

### **Guidance Curriculum**

Classroom Activities

Group Activities

### **Individual Planning with Students**

Individual or Small Group Appraisal

Individual or Small Group Advisement

### **Responsive Services**

Consultation

Personal Counseling

Crisis Counseling/Response

Referrals

### **System Support**

Professional Development

Staff and Community Relations

Consultation with Teachers, Advisory Council, Community Partners

Program Planning

Counselors who work in a school with more than one counselor use various configurations to decide how the students will be assigned. They also decide who is responsible for specific program components. Some examples of these are listed here.

### **Students assigned by:**

Alphabetically

Grade

Specialty area

Not assigned

### **Program component responsibilities divided by:**

Domain

Grade levels

Counselor strength

## Arizona Comprehensive Competency Based Guidance Program Delivery System

### Guidance Curriculum

The Guidance Curriculum consists of structured developmental lessons presented systematically through classroom and group activities, kindergarten through grade twelve. The purpose of the guidance curriculum is to provide every student at all levels with knowledge of normal growth and development, to promote their positive mental health, and to assist them in acquiring and using life skills. While counselors' responsibilities include the organization and implementation of the Guidance Curriculum, the cooperation and support of the administration, faculty, staff and parents is necessary for its successful implementation.

The Guidance Curriculum is delivered through such strategies as:

**Classroom Instruction:** Counselors often team-teach, teach on their own or other educators infuse the guidance curriculum, learning activities or units in the classrooms, the career center or other school facilities.

**Group Activities:** Counselors conduct planned small groups outside the classroom to respond to students' identified interests or needs.

**Parent/Guardian Workshops/Instruction:** Counselors conduct workshops and informational sessions for parents/guardians to address the needs of the school community and to support the guidance curriculum.

ARIZONA CCBG	
<u>Suggested Time Allocations:</u>	
Elementary	45% - 50%
Middle School	25% - 35%
High School	15% - 25%

Counselors use a variety of materials to deliver the curriculum. All lessons are directly related to the core academic curriculum and the AZ Standards.

## Arizona Comprehensive Competency Based Guidance Program Delivery System

### Individual Planning With Students

Individual planning with students consists of activities that help all students plan, monitor and manage their own learning as well as their personal career development. Within this component, students evaluate their educational, occupational, and personal goals. The activities in this component are **counselor planned** and directed. These activities are generally delivered on an individual basis or by working with individuals in small groups or advisement groups. Parents and other school personnel are often included in these activities.

Individual planning with students is implemented through such strategies as:

**Individual Appraisal:** Counselors work with students analyzing and evaluating students' abilities, interests, skills and achievement. Test information and other data are the basis for assisting students to develop immediate and long-range plans.

**Individual Advisement:** Counselors work with students using academic, career, personal/social and labor market information in setting goals. The involvement of students, parents/guardians and the school in planning students' programs that meet their needs is critical.

**Transition Planning:** Counselors assist students in progressing from school to school, school to work, or school to post secondary education.

ARIZONA CCBG	
<u>Suggested Time Allocations:</u>	
Elementary	5% - 15%
Middle School	15% - 25%
High School	25% - 35%

# Arizona Comprehensive Competency Based Guidance Program Delivery System

## Responsive Services

Responsive services consist of activities to meet the immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral or information. This component is available to all students and is often **student-initiated**. While counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for the successful implementation of this component.

Responsive services are delivered through such strategies as:

**Consultation:** Counselors consult with parents, teachers, other educators and community agencies regarding strategies to help students and families.

**Personal Counseling:** Counseling is provided in small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternative and possible consequences so that appropriate action is taken. Self Knowledge competencies are addressed.

**Crisis Counseling:** Counseling and support are provided to students and families facing emergency situations. Such counseling is normally short term and temporary in nature. When necessary, appropriate referral sources are used.

**Referrals:** Counselors use referral sources to deal with crises such as suicide, violence, abuse, and terminal illness. These referral sources may include mental health agencies, employment and training programs, juvenile services, and other social and community services.

ARIZONA CCBG	
<u>Suggested Time Allocations</u>	
Elementary	20% - 30%
Middle School	30% - 40%
High School	25% - 35%



# **Arizona Comprehensive Competency Based Guidance Program Delivery System**

## **System Support**

System Support consists of management activities that establish, maintain and enhance the total guidance and counseling program. This component is implemented and carried out through activities in the following areas:

**Professional Development:** Counselors need to be involved regularly in updating their professional knowledge and skills. This may involve participating in school in-service training, attending professional meetings, completing postgraduate course work and contributing to professional literature.

**Staff and Community Relations:** This involves orienting staff and the community to the comprehensive guidance program through such means as newsletters, local media, and presentations.

**Consultation:** Counselors must consult with teachers, staff members, and parents regularly in order to provide information, to support the school community, and to receive feedback on the emerging needs of students.

**Advisory Councils/Committees:** Counselors serve on departmental curriculum committees, community committees or advisory boards, etc. These are examples of ways to support other programs in the school and community and to gain support for the guidance program.

**Community Outreach:** Activities included in this area are designed to help counselors become knowledgeable about community resources, referral agencies, field trip sites, employment opportunities, and local labor market information. This may involve counselors visiting local businesses, industries, and agencies on a regular basis.

**Program Management and Operations:** This includes the planning and management tasks needed to support activities conducted in the guidance and counseling program. It also includes responsibilities that need to be fulfilled as a member of the school staff.

**Research and Development:** Some examples of the research development work of counselors are guidance program evaluation, data analysis, follow-up studies, and the continued development and updating of guidance learning activities and resources.

ARIZONA CCBG

Suggested Time Allocations:

Elementary	10% - 15%
Middle/Junior High	10% - 15%
High School	10% - 15%

# Arizona Comprehensive Competency Based Guidance Program

## Management System

### Documentation

In order for counselors in Arizona to be able to document and evaluate the CCBG Program, records and planning must take place. This section of the AZ CCBG handbook will describe some of the ways counselors manage the program.

Each area of the delivery system must be documented. It is important for the school counselor to maintain lesson plans of the classroom instruction (*Guidance Curriculum*) part of the delivery system. All lessons taught in the classroom or in large group settings should be thoroughly planned and documented. A sample lesson plan can be found in the appendixes. At the bottom of each lesson planning form is the area for the counselor to document the effectiveness of the lesson and record student results. A lesson feedback form to use in determining competency attainment by students is also in the appendixes of this handbook.

When documenting other areas of the delivery system, counselors must rely on a record keeping system. Logs work well in recording students served in the *Individual Planning with Students* and *Responsive Services* areas. In order to manage these areas, it is imperative to keep good records. Remember, however, to only document FACTS and only enough information to remember the incident or meeting. Counselor records are school records and as such are subject to FERPA (Family Educational Rights and Privacy Act of 1974) and State Laws. They can be subpoenaed by a court of law. It is important to maintain records that reflect only objective observations and not subjective impressions.

Counselors keep logs of all *System Support* activities as well. It's important to list all meetings, planning sessions, community contacts, etc. along with dates, times, and outcomes.

Record keeping is an important part of managing the AZ CCBG Program.

# **Arizona Comprehensive Competency Based Guidance Program**

## **Management System**

### **Planning**

Planning is vital to the success of the AZ CCBG Program. Several parts of the management system contribute to the planning process. Samples of the following can be found in the appendix section of this handbook.

### **Counselor/Principal Agreement**

Counselor/Principal Agreement is unique to the CCBG process in that it becomes the single most important documentation of outcomes to be attained with students, staff, parents, community, and the counselors' own professional development. Each counselor completes the agreement, discusses it with their administrator, and sends a copy to the district counseling coordinator. This ensures that outcomes for the year are planned at the beginning of each school year.

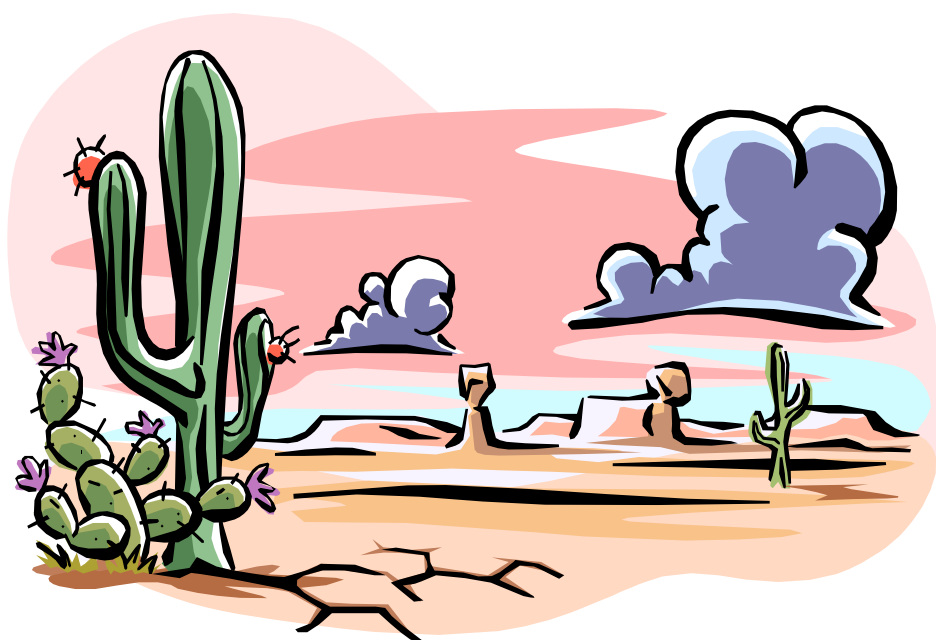
### **School Plan**

The School Plan includes guidance and counseling competencies that will be addressed during the school year. For those who are the only counselor at the site, the School Plan is included on the back of the Counselor/Principal Agreement. For those who are a part of a counseling department at a site, all counselors meet and collaborate on the School Plan. A comprehensive year-long plan is formulated by all the counselors and presented to the site administrator.

### **Master Calendar**

Counselors develop a master calendar of guidance and counseling events each spring or summer for the upcoming year. The calendar is broken down by month, name of activity, and the grade involved. More detailed calendars might also indicate the competency being met by each activity. Once, the master calendar has been distributed, it helps to publish a bimonthly or monthly version of the calendar to refresh people's memory of upcoming events. Special efforts to publicize activities through school and community newspapers, public service announcements or other public relations approaches are worthwhile, too. This should not be confused with a daily/weekly detailed schedule kept by the counselor/s.

# Implementation



## Arizona Comprehensive Competency Based Guidance Program

### Implementation Guide

When schools move to a comprehensive guidance and counseling program, they continue to use the parts of their present program that fit into the comprehensive program model and adjust or change other parts, a process that may take three to five years or longer. It would be rare for a school to need to change all the work being done in their guidance and counseling program.

One of the biggest changes is shifting from a "services" focus to a "program" approach. The change process requires the ability to *envision* the future, portraying a clear picture of how a comprehensive program will help every student reach his or her greatest potential.

Once schools and districts adopt the comprehensive guidance and counseling model such as the AZ CCBG program, they have an organizational structure in place and the program pieces under each level can be developed. A team effort is required to make the change whether it is a team from a school, a K-12 district, or a state. While the process will take several years, the rewards to students are well worth the time and effort of everyone involved as the program becomes more responsive to the needs of our students and community.

According to the American School Counselor Association, schools and school districts will go through the four phases of change when implementing a comprehensive program. The steps outlined below will help educators manage the transition to a comprehensive guidance program. First, there are some basic questions.

Where are we now?

Where do we want to be?

How can we get to where we want to be?

### Phase I: Planning the Program

The planning phase starts with the decision to change to a comprehensive model. As schools and districts work to initiate the change, it is essential that everyone understands and works toward a common goal and has a vision.

Note: As educators begin any new program, they must work within the bounds of their overall school improvement plan and district improvement plan. Fortunately, comprehensive guidance programs have produced desirable outcomes that will usually address the majority, if not all, of a school's improvement goals.

**A. Getting Organized**

- Determine that change is necessary
- Understand the conditions necessary for effective change
- Expect some resistance to change
- Appreciate and accept the challenges involved
- Facilitate communication between counselors, teachers, administrators and others involved in the planning process

**B. Getting Started**

- Develop action plan
  - Form steering committee
  - Obtain formal approval to proceed with development of comprehensive guidance and counseling program.
  - Develop timeline
  - Form advisory committee
  - Determine school/district vision for guidance and counseling\*
  - Write school/district mission for guidance and counseling \*
- \* The vision and mission of guidance and counseling programs must stem from those of the district and the school.

**C. Assessing Current Program**

- Identify use of current resources
- Identify current guidance and counseling activities (both by counselor and by teachers)
- Identify who current program serves
- Conduct counselor time and task analysis
- Prepare time and task analysis data report

**Phase II: Designing the Program**

During the designing phase, the district and/or school

- Identify student needs
- Determine priorities to address those needs

Program planners ensure that

- Counselors' time assigned to each component in the delivery system is based on identified student needs/priorities
- All students receive the assistance they require
- The counselors' job description reflects that 100 percent of their time is devoted to guidance activities
- Comprehensive guidance and counseling program goals are clear and purposeful
- Programs are presented in a manner that all stakeholders can easily understand and support.
- Measures of program successful are determined during planning (e.g., WHAT outcomes will show students are making progress in EACH competency, WHO will gather data, HOW).

The work during this phase includes:

A. Assessing needs of school and school district

- Develop/adapt survey and gather data from students, parents, administrators and teachers to identify needs
- Using school data including attendance, drop-out rates, graduation rates, placement rates (e.g., postsecondary education, military, work)
- Identify current program strengths

B. Identify student competencies that address the needs

- Determine program priorities based on data
- Identify desired student benchmarks by grade level or by domain
- Identify specific guidance and counseling activities for each program component
- Determine the counselor time for each area
- Identify what counselors, teachers and others are doing now to help students gain the required competencies
- Determine who will do the activities, when, and for whom (grade level/class)
- Determine how program effectiveness will be measured

C. Develop the local program.

- Develop a counselor job description that reflects the program
- Develop a comprehensive school guidance and counseling manual



### **Phase III: Implementing the Program**

In this phase, the school or district guidance and counseling program becomes operation. First, and most importantly, the school district governing board must grant official approval and adopt the program. Clearly, board members must have a working knowledge of a comprehensive guidance and counseling program to be able to understand and support all aspects of the program and assume ownership.

#### **A. Setting up the program**

- Establish the budget for the program
- Consider any pre-conditions
- Present the program to the governing board for official approval

#### **B. Beginning program activities**

- Develop a master planning calendar for the program at all levels
- Develop a weekly/monthly-planning calendar based on the master calendar using the suggested time allocations in the management section.
- Follow the American School Counselor Association Code of Ethics
- Conduct professional development activities
- Launch the program by implementing the guidance curriculum for each grade level

### **Phase IV Assessing Program Effectiveness**

In this phase, the school or district will determine the new program's strengths and areas for improvement. School and district personnel should determine assessment methods to determine the degree of program effectiveness. (Remember: The means for assessment should be determined during the Planning Phase.) Good assessment provides information to measure the program growth and identify areas where improvement is needed. Assessment should always be constructive rather than punitive.

#### **A. Monitor program process**

- Develop standards and indicators to establish degree to which program is in place
- Assess how the counseling team is working together

#### **B. Monitor counselors' growth and performance**

- Encourage and promote counselor professional growth (e.g., supervisors encourage counselors to attend conference/workshops that address areas identified during counselor evaluation as needing improvement, such as group counseling)
- Develop and use appropriate forms to supervise and evaluate counselors on job performance

C. Monitor students' progress

- Assess student mastery of selected guidance standards and benchmarks
- Use both formative and summative data to assess impact of guidance and counseling program on the school culture

*Programs require a means of ongoing program evaluation that educators must determine during the planning stage. Evaluation lets school staff and others know how well the program is working, what is working well, what may need to be adjusted -- even what needs to be discarded. There are no "right" or "wrong" ways to measure outcomes -- only that outcomes must be measured and the method for doing so must be considered during planning -- and not added later as an afterthought.*

## **GUIDANCE AND COUNSELING ARIZONA COMPREHENSIVE PROGRAM**

### **Suggestions for Implementing the CCBG Program**

1. Start with the existing program. Evolution is usually more acceptable and less costly than revolution.
2. Conduct a needs assessment to determine student needs and program priorities.
3. Allow for minor adaptations to the pure model to make sure the program is just right for your school and community.
4. Use a teamwork approach. People feel a sense of ownership when they are involved in the planning process. This applies to the counselors, administrators, teachers, students, and community members. Their early involvement will enhance delivery of services and commitment to change.
5. Speaking of change, expect that some staff will resist change. However, good in-service training, early involvement, clear expectations and administrative leadership will alleviate this problem.
6. Counselors must be willing and able to work more with students in large group settings, practice good teaching techniques while involved in classroom presentations, and become "expertly" skilled in one or more particular areas of counseling specialization. Opportunities for professional growth in these areas should be provided.
7. Don't try to reinvent the wheel. Look to other districts and states to gather curricula, job descriptions, management systems, etc. which have worked well for them. Adopt and adapt when possible.
8. Cooperation with teachers is critical. Here are some examples of ways to promote teacher involvement:
  - a. Present data on student needs.

- b. Present the competencies that address student needs and describe how these could relate to the teacher's subject matter area to enlist teacher involvement.
  - c. Are their state teacher needs around which the counselor and teacher would develop units?
  - d. "I have a unit available on \_\_\_\_\_. When would be a good time to present this within you calendar?"
  - e. Be visible and involved with the total staff.
  - f. Provide incentives to teachers.
  - g. Recognize cooperation from teachers.
  - h. Listen and incorporate ideas and program components to meet teacher needs.
  - i. Serve on curriculum committees for subject area development.
  - j. Provide structured or open-ended staff development.
8. Get turned on! Counselors are educators who are highly motivated to help students. Know that the Arizona CCBG program is going to be your vehicle to provide better services to more students and that's worth getting excited about!

## **Arizona Comprehensive Competency Based Guidance Program**

### **Assessment System**

Evaluation and continual improvement are part of the Arizona guidance program. The methods used in assessing the site programs are based on several components including the following.

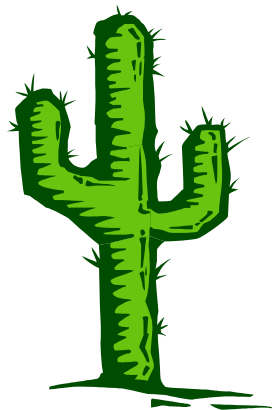
#### **Advisory Council**

#### **Use of Data**

#### **Student Results**

#### **Counselor Evaluation**

#### **Program Evaluation**



# **Arizona Comprehensive Competency Based Guidance Program**

## **Advisory Council**

The Counseling Program Advisory Council is essential to program success. Counselors and others working to improve the guidance program must recruit members who represent faculty, employers, the community-at-large, parents, students, administrators, and others who have an interest in the outcome of the program. The Advisory Council serves in an advisory capacity and provides support for the program. (The steering committee are people who will be directly involved in the day-to-day program development/assessment.)

The district and each school should have a guidance and counseling advisory council. \* It is helpful to have people on the Advisory Council who can help market the new program and who may tap resources unavailable or unknown to educators. Regular, meaningful meetings, with agendas and notes distributed to members after the meeting\* will enrich the success quotient for the program.

### **Chairperson**

According to the ASCA School Counselor Association, the Advisory Council chairperson should be a person who has skills in planning and conducting meetings, has demonstrated group facilitation skills, and consistently demonstrates positive attitudes toward others. A counselor should serve on the council as a facilitator but should avoid dominating the meeting and pushing a personal agenda.

### **The Role of the Guidance Advisory Council**

- Serve as a public relations agent by providing positive public relations.
- Promote the Guidance and Counseling Program with parents and community groups.
- Recommend priorities for the program based on needs data.
- Reviews the program audit and makes recommendations.

---

\* small school districts may have one counsel for the district

### **Membership**

The membership should be representative of the total school service area.

Some of these include:

- parents
- students
- teachers
- school support personnel
- administrators
- business partners
- community leaders

### **Meetings**

The Guidance Advisory Council meets at least twice a year. A meeting prior to school or very early in the school year is to present the calendar for the school/district's Guidance and Counseling Program and seek input/recommendations. At the end of the year, the meeting is to share the results and seek feedback concerning the goals attained during the school year and changes needed for program improvement.

### **Suggested Steps for implementing a Guidance Advisory Council**

1. A comprehensive Guidance and Counseling Program is being implemented and has been discussed with the school district and/or site administrators. In a large district, the Director of Guidance and Counseling would be the most likely leader in this effort and the counselor in charge of the program should lead effort for the school.
2. The head counselor from each school should serve on the district advisory counsel.
3. The counselor in charge works with colleagues to develop a plan for the Council, which includes the purpose, suggested membership and tentative meeting dates with proposed agendas.

4. The counselor meets with the principal to present and discuss the plan to form the Advisory Council and seek approval. If the principal does not approve, the action is noted on the plans and the plans are filed.
5. The counselor in charge personally telephones the prospective members soliciting their participation. The telephone contact should be followed immediately by a letter, which is signed by the counselor and principal thanking the new member for participating.

### **Example: Advisory Council Report**

School: \_\_\_\_\_ Date: \_\_\_\_\_

Person Reporting: \_\_\_\_\_

Title \_\_\_\_\_

#### Council Information

1. Members and category (Parent, Student, etc.) present:
2. Members unable to attend:
3. Date of council meeting: \_\_\_\_\_
4. Topics Discussed during Council meeting

Topics/Discussion	Action Items
a.	
b.	
c.	
d.	
e.	

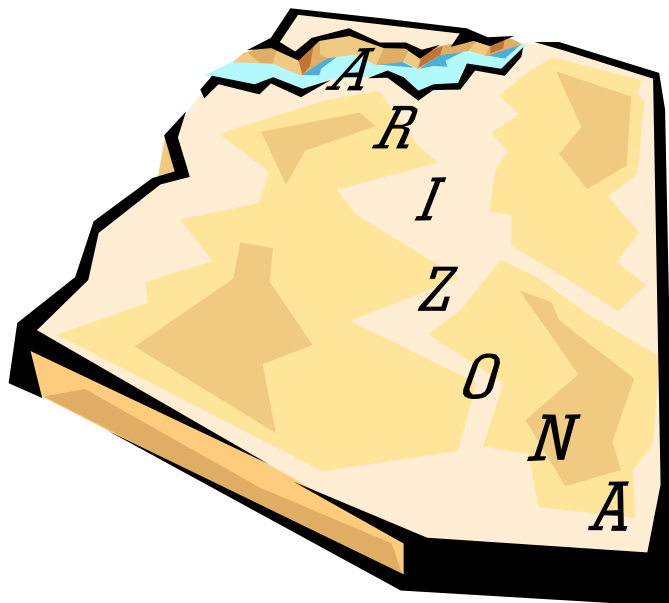


# Arizona Comprehensive Competency Based Guidance Program

## Use of Data

Arizona School Guidance Counselors use data from Needs Surveys to measure the differences between what is desired and where the students are currently. In other words, what competencies need to be taught, what competencies do the students already know, and how effective the counseling and instruction has been. Needs assessment data can be given to students, parents, teachers, administrators, other school personnel, and community members. Sample surveys can be found in the appendix section of this handbook.

The use of data to effect change within the school system is integral to ensuring that every student receives the benefit of the school guidance and counseling program. Recognizing that some students may need more support, school counselors and teams use student and school data to ensure that every student receives the appropriate amount of program services.



## Arizona Comprehensive Competency Based Guidance Program

### Student Results

It is important to document the impact of the guidance program on students. This can be done in a variety of ways. Many counselors use student portfolios to record student progress toward competency attainment. Another way of documenting student achievement is through the evaluation portion of the lesson plan form. This is where counselors record how they knew the students attained the competency. The methods used are visual (did the students visually demonstrate the competency), written (was there a written assignment which showed student achievement), and observation (was there discussion or other responses that indicated student competency attainment.) The lesson plan feedback form can also be used to document student results. Counselors are encouraged to develop lesson plans that crosswalk with the core curriculum. These forms are in the appendix of this handbook.

The methods may vary but the results must show proof that the students attained the competency being taught.



## **Arizona Comprehensive Competency Based Guidance Program**

### **Counselor Evaluation**

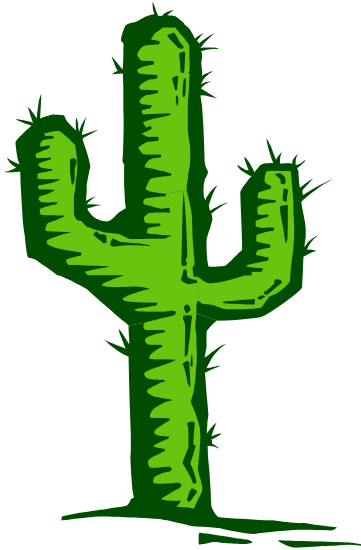
Included in this handbook is a counselor evaluation instrument that was developed through the Arizona Department of Education. This may be used to supplement a specific school or district evaluation form but not take the place of it without proper local procedures for using a new evaluation form being followed. This document can be found in the appendices.



### **Program Evaluation**

Program evaluation is critical to program improvement. Counselors are encouraged to use evaluation instruments to assess the program status. Each component of the program can be evaluated as to level of implementation. A sample program evaluation tool can be found in the appendices. Program evaluation takes various forms (both formative and summative) and is an ongoing process.

# Appendixes



# Arizona Comprehensive Competency Based Guidance Program

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***Domain: Self-Knowledge***

**Competency 1: Knowledge of the importance of a positive self-concept.**

- 1.1 Describe positive characteristics about self as seen by self and others.
- 1.2 Identify how behavior effects school and family situations.
- 1.3 Describe how behavior influences the feelings and actions of others.
- 1.4 Demonstrate a positive attitude about self.
- 1.5 Identify personal interests, abilities, strengths and weaknesses.
- 1.6 Describe ways to meet personal needs through work.

**Competency 2: Skills to interact positively with others.**

- 2.1 Make positive statements about self and others.
- 2.2 Identify how people are unique.
- 2.3 Demonstrate effective skills for interacting with others.
- 2.4 Demonstrate skills in resolving conflicts with peers and adults.
- 2.5 Demonstrate group membership skills.
- 2.6 Identify sources and effects of peer pressure.
- 2.7 Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- 2.8 Demonstrate understanding of different cultures, lifestyles, attitudes and abilities.

**Competency 3: Awareness of the importance of growth and change.**

- 3.1 Identify personal feelings.
- 3.2 Identify ways to express feelings.
- 3.3 Describe causes of stress.
- 3.4 Identify and select appropriate behaviors to deal with specific emotional situations.
- 3.5 Demonstrate healthy ways of dealing with conflicts, stress and emotions in self and others.
- 3.6 Demonstrate knowledge of good health habits.

***Domain: Educational Preparation /Occupational Exploration***

**Competency 4: Awareness of the benefits of educational achievement.**

- 4.1 Describe how academic skills can be used in the home and community.
- 4.2 Identify personal strengths and weaknesses in subject areas.
- 4.3 Identify academic skills needed in several occupational groups.
- 4.4 Describe relationships among ability, effort and achievement.
- 4.5 Implement a plan of action for improving academic skills.
- 4.6 Describe school tasks that are similar to skills essential for job success.
- 4.7 Describe how the amount of education needed for different occupational levels varies.

**Competency 5: Awareness of the relationship between work and learning.**

- 5.1 Identify different styles of work, both paid and unpaid.
- 5.2 Describe the importance of preparing for occupations.
- 5.3 Demonstrate effective study and information-seeking habits.
- 5.4 Demonstrate an understanding of the importance of practice, effort and learning.
- 5.5 Describe how current learning relates to work.
- 5.6 Describe how one's role as a student is like that of an adult worker.

**Competency 6: Skills to understand and use career information.**

- 6.1 Describe work of family members, school personnel and community workers.
- 6.2 Identify occupations according to data, people and things.
- 6.3 Identify work activities of interest to the student.
- 6.4 Describe the relationship of beliefs, attitudes, interests and abilities to occupations.
- 6.5 Describe jobs that are present in the local community.
- 6.6 Identify the working conditions of occupations, (e.g., inside/outside, hazardous).
- 6.7 Describe ways in which self-employment differs from working for others.
- 6.8 Describe how parents, relatives, adult friends and neighbors can provide career information.

**Competency 7: Awareness of the importance of personal responsibility and good working habits.**

- 7.1 Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
- 7.2 Describe positive ways to performing working activities.
- 7.3 Describe the importance of cooperation among workers to accomplish a task.
- 7.4 Describe the ability to work with people who are different from oneself (e.g., race, age, gender).

**Competency 8: Awareness of how work relates to the needs and functions of society.**

- 8.1 Describe how work can satisfy personal needs.
- 8.2 Describe the products and services of local employers.
- 8.3 Describe ways in which work can help overcome social and economic problems.

***Domain: Career Planning***

**Competency 9: Understanding how to make decisions**

- 9.1 Discuss how choices are made.
- 9.2 Describe what can be learned from making mistakes.
- 9.3 Identify and assess problems that interfere with attaining goals.
- 9.4 Identify strategies used in solving problems.
- 9.5 Identify alternatives in decision-making situations.
- 9.6 Describe how personal beliefs and attitudes effect decision making.
- 9.7 Describe how decisions affect self and others.

**Competency 10: Awareness of the interrelationship of life roles.**

- 10.1 Describe the various roles an individual may have (e.g., friend, student, worker, family member).
- 10.2 Describe work-related activities in the home, community and school.
- 10.3 Describe how family members depend on one another, work together and share responsibility.
- 10.4 Describe how work roles complement family roles.

**Competency 11: Awareness of different occupations and changing male/female roles.**

- 11.1 Describe how work is important to all people.
- 11.2 Describe the changing life roles of men and women in work and family.
- 11.3 Describe how contributions of individuals both inside and outside the home are important.

**Competency 12: Awareness of the career planning process.**

- 12.1 Describe the importance of planning.
- 12.2 Describe skills needed in a variety of occupational groups.
- 12.3 Complete an individual career plan for the elementary school level.

***Domain: Self-Knowledge***

**Competency 1: Knowledge of the influence of a positive self-concept.**

- 1.1 Describe personal likes and dislikes.
- 1.2 Describe individual skills required to fulfill different life roles.
- 1.3 Describe how one's behavior influences the feelings and actions of others.
- 1.4 Identify environmental influences on attitudes, behaviors, and aptitudes.

**Competency 2: Skills to interact positively with others.**

- 2.1 Demonstrate respect for the feelings and beliefs of others.
- 2.2 Demonstrate an appreciation for the similarities and differences among people.
- 2.3 Demonstrate tolerance and flexibility in interpersonal and group situations.
- 2.4 Demonstrate effective skills in responding to criticism.
- 2.5 Demonstrate effective group membership skills.
- 2.6 Demonstrate effective social skills.
- 2.7 Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

**Competency 3: Knowledge of the importance of growth and change.**

- 3.1 Identify feelings associated with significant experiences.
- 3.2 Identify internal and external sources of stress.
- 3.3 Demonstrate ways of responding to others when under stress.
- 3.4 Describe changes that occur in the physical, psychological, social and emotional development of an individual.
- 3.5 Describe physiological and psychological factors as they relate to career development.
- 3.6 Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.

***Domain: Educational Preparation & Occupational Exploration***

**Competency 4: Knowledge of the benefits of educational achievement to career opportunities.**

- 4.1 Describe the importance of academic and occupational skills in the work world.
- 4.2 Identify how the skills taught in school subjects, academic and contextual, are used in various occupations.
- 4.3 Describe individual strengths and weaknesses in school subjects.
- 4.4 Describe a plan of action for increasing basic educational skills.
- 4.5 Describe the skills needed to adjust to changing occupational requirements.
- 4.6 Describe how continued learning enhances the ability to achieve goals.
- 4.7 Describe how skills relate to the selection of high school courses of study.
- 4.8 Describe how aptitudes and abilities relate to broad occupational groups.

**Competency 5: Understanding the relationship between work and learning.**

- 5.1 Demonstrate effective learning habits and skills.
- 5.2 Demonstrate an understanding of the importance of personal skills and attitudes to job success.
- 5.3 Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

**Competency 6: Skills to locate, understand, and use career information.**

- 6.1 Identify various ways that occupations can be classified.
- 6.2 Identify a number of occupational groups for exploration.
- 6.3 Demonstrate skills in using school, community, and technology resources to learn about occupational groups.
- 6.4 Identify sources to obtain information about occupational groups including self employment.
- 6.5 Identify skills that are transferable from one occupation to another.
- 6.6 Identify sources of employment in the community.

**Competency 7: Knowledge of skills necessary to seek and obtain jobs.**

- 7.1 Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
- 7.2 Describe terms and concepts used in describing employment opportunities and conditions.
- 7.3 Demonstrate skills to complete a job application.
- 7.4 Demonstrate skills and attitudes essential for a job interview.

**Competency 8: Understanding how work relates to the needs and functions of the economy and society.**

- 8.1 Describe the importance of work to society.
- 8.2 Describe the relationship between work and economic and societal needs.
- 8.3 Describe the economic contributions workers make to society.
- 8.4 Describe the effects that societal, economic, and technological change have on occupations.

***Domain: Career Planning***

**Competency 9: Skills to make decisions.**

- 9.1 Describe personal beliefs and attitudes.
- 9.2 Describe how career development is a continuous process with series of choices.
- 9.3 Identify possible outcomes of decisions.
- 9.4 Describe school courses related to personal, educational and occupational interests.
- 9.5 Describe how the expectations of others affect career planning.
- 9.6 Identify ways in which decisions about education and work relate to other major life decisions.
- 9.7 Identify advantages and disadvantages of various secondary and post-secondary programs for the attainment of career goals.
- 9.8 Identify the requirements for secondary and post-secondary programs.

***Domain: Career Planning, continued***

**Competency 10: Knowledge of the interrelationship of life roles.**

- 10.1 Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
- 10.2 Identify how work roles at home satisfy needs of the family.
- 10.3 Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
- 10.4 Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
- 10.5 Describe advantages and disadvantages of various life role options.
- 10.6 Describe the interrelationships among family, work, and leisure decisions.

**Competency 11: Knowledge of different occupations and changing male/female roles.**

- 11.1 Describe advantages and problems of entering nontraditional occupations.
- 11.2 Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
- 11.3 Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

**Competency 12: Understanding the process of career planning.**

- 12.1 Demonstrate knowledge of exploratory processes and programs.
- 12.2 Identify school courses that meet tentative career goals.
- 12.3 Demonstrate knowledge of academic and school-to-work transition opportunities offered at the high school level.
- 12.4 Describe skills needed in a variety of occupations, including self-employment.
- 12.5 Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
- 12.6 Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.



## *Domain: Self-Knowledge*

### **Competency 1: Understanding the influence of a positive self-concept.**

- 1.1 Identify and appreciate personal interests, abilities, and skills.
- 1.2 Demonstrate the ability to use peer feedback.
- 1.3 Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
- 1.4 Demonstrate an understanding of environmental influences on one's behaviors.
- 1.5 Demonstrate an understanding of the relationship between personal behavior and self-concept.

### **Competency 2: Skills to interact positively with others.**

- 2.1 Demonstrate effective interpersonal skills.
- 2.2 Demonstrate interpersonal skills required for working with and for others.
- 2.3 Describe appropriate employer and employee interactions in various situations.
- 2.4 Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

### **Competency 3: Understanding the impact of growth and development.**

- 3.1 Describe how developmental changes affect physical and mental health.
- 3.2 Describe the effect of emotional and physical health on career decisions.
- 3.3 Describe healthy ways of dealing with stress.
- 3.4 Demonstrate behaviors that maintain physical and mental health.

## *Domain: Educational Preparation & Occupational Exploration*

### **Competency 4: Understanding the relationship between educational achievement and career planning.**

- 4.1 Demonstrate how to apply academic and occupational skills to achieve personal goals.
- 4.2 Describe the relationship of academic and occupational skills to personal interests.
- 4.3 Describe how skills developed in academic and occupational programs relate to career goals.
- 4.4 Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
- 4.5 Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- 4.6 Describe how learning skills are required in the work place.

### **Competency 5: Understanding the need for positive attitudes toward work and learning.**

- 5.1 Identify the positive contributions workers make to society.
- 5.2 Demonstrate knowledge of the social significance of various occupations.
- 5.3 Demonstrate a positive attitude toward work.
- 5.4 Demonstrate learning habits and skills that can be used in various educational situations.
- 5.5 Demonstrate positive work attitudes and behaviors.

### **Competency 6: Skills to locate, evaluate, and interpret career information.**

- 6.1 Describe the educational requirements of various occupations.
- 6.2 Demonstrate use of a range of career information resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
- 6.3 Demonstrate knowledge of various classification systems that categorize occupations and industries.
- 6.4 Describe the concept of career ladders.
- 6.5 Describe the advantages and disadvantages of self-employment as a career option.
- 6.6 Identify individuals in selected occupations as possible information resources, role models, or mentors.
- 6.7 Describe the influence of change in supply and demand for workers in different occupations.
- 6.8 Identify how employment trends relate to education and training.
- 6.9 Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

### **Competency 7: Skills to prepare to seek, obtain, maintain and change jobs.**

- 7.1 Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
- 7.2 Demonstrate academic or occupational skills required for a full or part-time job.
- 7.3 Demonstrate skills and behaviors necessary for a successful job interview.
- 7.4 Demonstrate skills in preparing a resume and completing job applications.
- 7.5 Identify specific job openings.
- 7.6 Demonstrate employability skills necessary to obtain and maintain jobs.
- 7.7 Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and for change.)
- 7.8 Describe placement services available to make the transition from high school to civilian employment, the armed services, or post-secondary education/training.
- 7.9 Demonstrate an understanding that job opportunities often require relocation.
- 7.10 Demonstrate skills necessary to function as a consumer and manage financial resources.

### **Competency 8: Understanding how societal needs and functions influence the nature and structure of work.**

- 8.1 Describe the effect of work on lifestyles.
- 8.2 Describe how society's needs and functions affect the supply of goods and services.
- 8.3 Describe how occupational and industrial trends relate to training and employment.
- 8.4 Demonstrate an understanding of the global economy and how it affects each individual.

## ***Domain: Career Planning***

### **Competency 9: Skills to make decisions.**

- 9.1 Demonstrate responsibility for making tentative educational and occupational choices.
- 9.2 Identify alternatives in given decision making situations.
- 9.3 Describe skills/aptitudes needed to qualify for desired post-secondary education/training.
- 9.4 Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
- 9.5 Identify and complete required steps toward transition from high school to entry into post-secondary education/training programs or work.
- 9.6 Identify steps to apply for and secure financial assistance for post-secondary education and training.

### **Competency 10: Understanding the interrelationship of life roles.**

- 10.1 Demonstrate knowledge of life stages.
- 10.2 Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits.)
- 10.3 Describe ways in which occupational choices may affect lifestyle.
- 10.4 Describe the contribution of work to a balanced and productive life.
- 10.5 Describe ways in which work, family, and leisure roles are interrelated.
- 10.6 Describe different career patterns and their potential effect on family patterns and lifestyle.
- 10.7 Describe the importance of leisure activities.
- 10.8 Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

### **Competency 11: Understanding the continuous changes in male/female roles.**

- 11.1 Identify factors that have influenced the changing career patterns of women and men.
- 11.2 Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
- 11.3 Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
- 11.4 Identify courses appropriate to tentative occupational choices.
- 11.5 Describe the advantages and problems of nontraditional occupations.

### **Competency 12: Skills in career planning.**

- 12.1 Describe career plans that reflect the importance of lifelong learning.
- 12.2 Demonstrate knowledge of post-secondary occupational and academic programs.
- 12.3 Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
- 12.4 Describe school and community resources to explore educational and occupational choices.
- 12.5 Describe the costs and benefits of self-employment.
- 12.6 Demonstrate occupational skills developed through volunteer experiences, part-time employment, or school-to-work transition programs.
- 12.7 Demonstrate skills necessary to compare education and job opportunities.

**AMERICAN SCHOOL COUNSELORS ASSOCIATION**  
**National Standards for Students**  
Competencies and Indicators

**ACADEMIC DEVELOPMENT**

**STANDARD A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.**

**A:A1 Improve Academic Self-concept**

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes which lead to successful learning

**A:A2 Acquire Skills for Improving Learning**

- A:A2.1 Apply time management and task management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance
- A:A2.5 Refine study and organizational skills

**A:A3 Achieve School Success**

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work
- A:A3.3 Cooperatively with other students
- A:A3.4 Develop a broad range of interest and abilities
- A:A3.5 Demonstrate dependability, productivity, and initiative
- A:A3.6 Share knowledge

**STANDARD B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.**

**A:B1 Improve Learning**

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

**A:B2 Plan to Achieve Goal**

- A:B2.1 Establish challenging academic goals in elementary, middle/junior high. and high school
- A:B2.2 Develop an initial four-year plan
- A:B2.3 Update and modify the four-year plan
- A:B2.4 Use assessment results in educational planning
- A:B2.5 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.6 Apply knowledge of aptitudes and interests to goal setting
- A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.8 Understand the relationship between classroom performance and success in school
- A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

**STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.**

**A:C1 Relate School to Life Experiences**

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and

- family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

## **CAREER DEVELOPMENT**

### **STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

#### **C:A1 Develop Career Awareness**

- C:A1.1 Develop skills to locate, evaluate, and interpret career information
- C:A1.2 Learn about the variety of traditional and non-traditional occupations
- C:A1.3. Develop an awareness of personal abilities, skills, interests, and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

#### **C:A2 Develop Employment Readiness**

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a resume
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- C:A2.9 Utilize time and task-management skills

### **STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.**

#### **C:B1 Acquire Career Information**

- C:B1.1 Apply decision making skills to career planning, course selection, and career transition
- C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the internet to access career planning information

#### **C:B2 Identify Career Goals**

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Select course work that is related to career interests
- C:B2.4 Maintain a career planning portfolio

**STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.**

**C:C1. Acquire Knowledge to Achieve Career Goals**

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests which influence career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

**C:C2 Apply Skills to Achieve Career Goals**

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

**PERSONAL/SOCIAL DEVELOPMENT**

**STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.**

**PS:A1 Acquire Self-Knowledge**

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goals setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights, and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

**PS:A2 Acquire Interpersonal Skills**

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

**STANDARD B: Students will make decisions set goals, and take necessary action to achieve goals.**

**PS:B1 Self-Knowledge Application**

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long-and short-term goals

- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

**STANDARD C: Students will understand safety and survival skills.**

**PS:B2 Acquire Personal Safety Skills**

- PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number. Home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn how to cope with peer pressure
- PS:C1.9 Learn techniques for managing stress and conflict
- PS:C1.10 Learn coping skills for managing life events

*Legend: A:A-1.1 = Academic Domain, Standard A, Competency 1, and Indicator 1.*

Arizona State Board of Education – Certification Unit  
Phoenix Office: P.O. Box 6490, Phoenix, AZ 85005-6490 Telephone: (602) 542-4367  
Tucson Office: 400 West Congress Street, #118, Tucson, AZ 85701 Telephone (520) 628-6326

### Guidance Counselor Certificate K-12

Requirements for Guidance Counselor Certificate – Valid for six years, renewable. **All requirements must be met.**

1. A Master's or more advanced degree from an accredited institution.
2. Completion of a graduate program in guidance and counseling from an accredited institution. A valid guidance counselor certificate from another state may substitute for this requirement.
3. One of the following:
  - a. completion of a supervised counseling practicum in school counseling from an accredited institution
  - b. two years of verified, full-time experience as a school guidance counselor (verified by letter from District Superintendent of Personnel Director)
  - c. three years of verified teaching experience (verified by letter from District Superintendent of Personnel Director)

Successful applicants who meet the above criteria will be given a guidance certificate from the State of Arizona. Applicants should be aware that each school district might require additional degrees or certification. For instance, some districts require that all counselors are certified teachers; some districts require that counselors have had three years of teaching experience, and other districts may require a written test of all applicants. The Arizona model of comprehensive Competency Based Guidance (CCBG) is being used in most Arizona schools. It is recommended that applicants check the requirements of every district they are applying for a position. This can be done by accessing the web sites or by contacting the Human Relations Offices.

# Arizona Comprehensive Competency Based Guidance Program

## Sample Job Description

### **CLASSIFICATION TITLE**

COUNSELOR

### **SUMMARY**

Implement the Arizona Comprehensive Competency Based Guidance program. As a member of the Guidance and Counseling staff, the counselor is to provide a Comprehensive Competency Based Guidance program for ALL students at the site. The counselor provides activities to meet the needs of the students, consult with teachers, staff and parents to enhance their effectiveness in helping students, and provides support to other educational programs.

### **ESSENTIAL FUNCTIONS**

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED

#### **1. Implement the Comprehensive Competency Based Guidance curriculum:**

- Conduct guidance activities (lessons) in the classroom by following the competencies listed in the Arizona Guidance and Counseling Program Handbook.
- Consult with and/or be a resource person for teachers to facilitate the infusion of the guidance competencies into the regular educational curricula.
- Assess classroom guidance lessons and document results.

To carry out the Arizona Comprehensive Competency Based Guidance program, school guidance counselors will follow the suggested **time allocations** for each of the program components.

<b>COMPONENT</b>	<b>Elementary at 1 site</b>	<b>Elementary at 2 sites</b>	<b>Middle School</b>	<b>High School</b>
Guidance Curriculum	45% - 50%	40% - 50%	25% - 35%	15% - 25%
Individual Planning w/ Students	5% - 10%	10% - 15%	5% - 25%	25% - 35%
Responsive Services	20% - 25%	20% - 30%	30% - 40%	25% - 35%
System Support	10% - 15%	10% - 15%	10% - 15%	10% - 15%
Non-Guidance Activities	0%	0%	0%	0%

#### **2. Guide and counsel groups and individual students through the development of educational and career plans:**

- Provide orientation activities for students new to the school.
- Participate in orientation programs for parents and students.
- Assist students in the transition from school to school, level to level and school to work.
- Inform students and parents of test results and their implications for educational planning.
- Provide resources and information to assist in career awareness and career exploration activities and help students take appropriate steps toward implementing their educational and career plans.
- Assist students in evaluation of their graduation requirements and in updating their four-year plans and career folders.

#### **3. Counsel small groups and individual students with problems:**

- Conduct structured, goal oriented counseling sessions to meet the identified needs of individuals or groups of students.



4. **Consult with teachers, staff and parents regarding meeting the developmental needs of students:**
  - Participate in staffing and child studies.
  - Conduct in-service programs for faculty, parents, and community members.
  - Conduct and facilitate conferences with teachers, students and parents.
  - Conduct or provide opportunities for parent education programs.
  - Assist families with school related problems.
5. **Refer students with severe problems to appropriate community agencies in consultation with their parents:**
  - Consult and coordinate with in-district and community agencies, such as school psychologists, nurses, administrators, social service agencies, law enforcement, etc.
6. **Coordinate, conduct or participate in activities which contribute to the effective operation of the school:**
  - Act as an ADVOCATE for ALL students.
  - Interpret group test results to parents, faculty and staff.
  - Administer formal and informal evaluation measures as needed.
  - Assist other school staff in the placement of students with special needs in appropriate programs such as GATE and exceptional education.
  - Participate with the administration and faculty as a team member in the implementation of the district testing programs.
7. **Evaluate and revise the building guidance program:**
  - Conduct needs data assessments to determine the competencies to be addressed for each grade level.
  - Consult with the Advisory Council to evaluate program.
  - Use the program evaluation form (in the Arizona Guidance & Counseling Handbook) to self-assess the progress and level of implementation of the guidance program.
8. **Pursue professional growth:**
  - Attend professional development opportunities (Arizona School Counselor Conference, American School Counselor Conference, Arizona School Counselor Academy, relevant workshops, etc.)
  - Stay current with guidance and counseling practices by reading professional journals.
  - Join professional organizations (AzSCA, ASCA, etc.)
  - Take post-graduate courses.
9. **Team teach with classroom teachers to implement #1 and to meet the teacher's needs:**
  - Teach the CCBG competencies as a team using integrated thematic instruction methods.
10. **Go on home visits as needed:**
  - Visit students and parents in their home to discuss school related issues as needed.
11. **Submit all necessary paperwork and data collection results to school administrator and district guidance coordinator:**
  - Counselor/principal agreement is due September 1<sup>st</sup>.
  - Quarterly audits are due one week after the end of each quarter.
  - School calendars are due each semester.

**MENTAL TASKS**

Communicating. Reading. Performs functions from written and oral instructions and from observing/listening to others. Evaluates written materials.

**PHYSICAL TASKS**

Requires vision and hearing and the ability to speak, write, print and raw. May require lifting weights up to 50 pounds (children). Work in the job involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, holding and grasping objects. Visual weakness must not prohibit the performing of assigned duties. Verbal communicative ability required.

**WORKING CONDITIONS**

Indoor. Classroom environment. All weather conditions/temperatures. Contact with the public, employees, children and parents. May have exposure to noise.

**MINIMUM REQUIRMENTS**

- Masters degree in School Guidance and Counseling or a related Masters degree, and an Arizona School Guidance and Counseling Certificate.

**PREFERRED REQUIREMENTS**

- Three years teaching experience.
- Participation in the Arizona Counselor Academy or Comprehensive Competency Based Guidance training.
- Strong interpersonal skills.
- Team player.

## TIME AND TASK ANALYSIS

"Just where does the time go?" This is a question many counselors and administrators often ask. When implementing the Arizona Guidance and Counseling Program it is important for counselors to consistently deliver the program components in the allocated amount of time suggested. These percentages of time are described in the delivery system section of the handbook and are listed here.

### TIME AND TASK DISTRIBUTION

Arizona Guidance and Counseling Program Time Percentages:

<b>DELIVERY SYSTEM COMPONENT</b>	<b>ELEMENTARY LEVEL % OF TIME</b>	<b>MIDDLE SCHOOL % OF TIME</b>	<b>HIGH SCHOOL % OF TIME</b>
Guidance Curriculum	45% - 50%	25% - 35%	15% - 25%
Individual Planning	5% - 15%	15% - 25%	25% - 35%
Responsive Services	20% - 30%	30% - 40%	25% - 35%
System Support	10% - 15%	10% - 15%	10% - 15%

It is suggested that counselors keep track of their time and document activities performed throughout their day. This will allow counselors to determine the amount of time spent in each of the delivery system components and in non-guidance activities. Forms to facilitate this are found on the following pages.

In an effort to determine an appropriate balance of time counselors should spend on various tasks, Dr. Norman Gysbers has developed a tool to point counselors in the right direction. His system has counselors record their activities on one day of each week, rotating the recording day. For instance: week #1 record on Monday, week #2 on Tuesday, week # 3 on Wednesday, week #4 on Thursday, week #5 record on Friday and continue with week #6 on Monday. After the data collection time has been long enough to yield a fair assessment (up to a year) of how the counselor's time is spent, data in each category can be totaled and converted to percentages. These percentages, in turn, can then be converted to the Gysbers' time distribution form as found on the following pages. A conclusion can be drawn as to how much time is being spent on guidance versus non-guidance activities. A plan to gradually eliminate non-guidance activities to make room for an increased amount of guidance activities will follow.

Use a schedule (samples provided) to keep track of what the counselor actually does during the day. Convert the total time in each of the delivery system components (include non-guidance activities as a separate area) to a percentage of the total day.

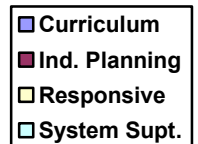
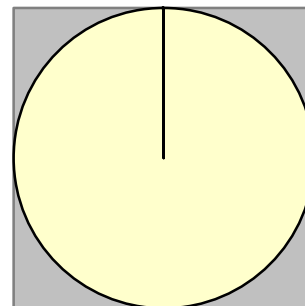
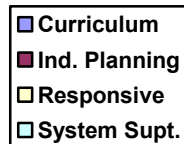
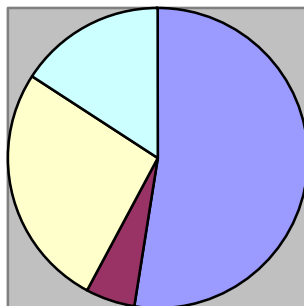
After keeping track of the time spent in each of the delivery system components, use the following charts to compare the Arizona suggested times to what percent of time is actually spent in each area at the school. Fill in the blank graph to reflect the data from keeping track of the times and tasks at the individual site.

**The goal is to have the Arizona Guidance and Counseling Program delivery system suggested percents of time in place at all schools.**

### ELEMENTARY LEVEL

CURRENT ARIZONA PERCENTAGES

CURRENT SCHOOL PERCENTAGES

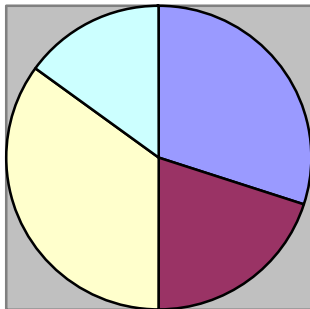


DELIVERY SYSTEM COMPONENT	AZ. ELEMENTARY LEVEL % OF TIME	ELEMENTARY SCHOOL % OF TIME
Guidance Curriculum	45% - 50%	
Individual Planning	5% - 15%	
Responsive Services	20% - 30%	
System Support	10% - 15%	

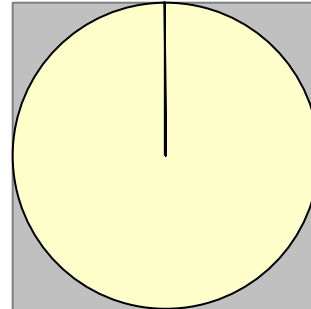
## MIDDLE SCHOOL LEVEL

CURRENT ARIZONA PERCENTAGES

CURRENT SCHOOL PERCENTAGES



■ Curriculum  
■ Ind. Planning  
■ Responsive  
■ System Supt.



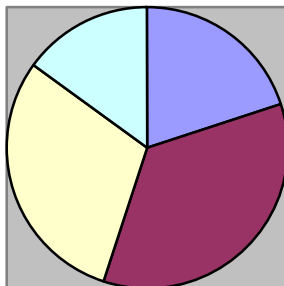
■ Curriculum  
■ Ind. Planning  
■ Responsive  
■ System Supt.

DELIVERY SYSTEM COMPONENT	AZ. MIDDLE SCHOOL % OF TIME	MIDDLE SCHOOL % OF TIME
Guidance Curriculum	25% - 35%	
Individual Planning	15% - 25%	
Responsive Services	30% - 40%	
System Support	10% - 15%	

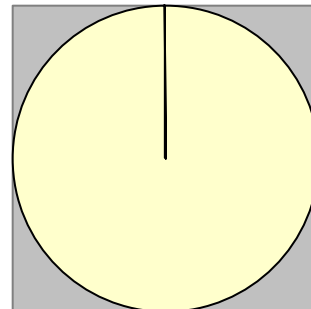
## HIGH SCHOOL LEVEL

CURRENT ARIZONA PERCENTAGES

CURRENT SCHOOL PERCENTAGES



■ Curriculum  
■ Ind. Planning  
■ Responsive  
■ System Supt.



■ Curriculum  
■ Ind. Planning  
■ Responsive  
■ System Supt.

DELIVERY SYSTEM COMPONENT	AZ. HIGH SCHOOL % OF TIME	HIGH SCHOOL % OF TIME
Guidance Curriculum	15% - 25%	
Individual Planning	25% - 35%	
Responsive Services	25% - 35%	
System Support	10% - 15%	

# DELIVERY SYSTEM

<p><b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>*organize by domain student competencies</li> <li>*organize by grade level</li> <li>*serves all students: classroom lessons</li> </ul> <p>personal./social development examples</p> <ul style="list-style-type: none"> <li>self-esteem</li> <li>health</li> <li>safety</li> <li>human relationship skills</li> <li>decision-making</li> </ul> <p>career development examples</p> <ul style="list-style-type: none"> <li>career exploration</li> <li>postsecondary planning</li> <li>resume building</li> <li>interview skills</li> </ul> <p>educational/academic development examples</p> <ul style="list-style-type: none"> <li>goal-setting</li> <li>study skills</li> <li>test anxiety</li> </ul>	<p><b>RESPONSIVE SERVICES</b></p> <ul style="list-style-type: none"> <li>*special assistance: preventive/remedial</li> </ul> <p>examples</p> <ul style="list-style-type: none"> <li>individual counseling <ul style="list-style-type: none"> <li>crisis intervention</li> <li>academic problem intervention</li> </ul> </li> <li>group counseling <ul style="list-style-type: none"> <li>mediations</li> </ul> </li> <li>parent/administrator/teacher sessions <ul style="list-style-type: none"> <li>crisis intervention</li> <li>academic problem intervention</li> </ul> </li> <li>referrals to outside agencies</li> </ul>
<p><b>IND. STUDENT PLANNING</b></p> <ul style="list-style-type: none"> <li>*assist students in implementation of plans</li> <li>*serves all students</li> <li>*classroom/group/individual</li> <li>*activities may include parents &amp;/or other school officials</li> </ul> <p>new student orientation</p> <p>registration/four-year planning</p> <p>career/vocational planning</p> <p>achievement, ASVAB test interpretation, career interest/assessment interpretation, post-secondary planning</p> <p>scholarship/financial aid into.</p> <p>Parent conferences</p> <p>Parent conferences/workshops</p>	<p><b>SYSTEM SUPPORT</b></p> <ul style="list-style-type: none"> <li>*planning to support other three areas</li> <li>*planning &amp; implementation to support other educational programs</li> </ul> <p>guidance staff meetings</p> <p>all faculty staff meetings</p> <p>staff development</p> <p>community resource development</p> <p>public relations</p> <p>curriculum (CCBG) development</p> <p>professional policy support</p> <p>school climate support</p> <p>communication with colleagues</p>

**ARIZONA COMPREHENSIVE COMPETENCY BASED GUIDANCE  
COUNSELOR/PRINCIPAL AGREEMENT  
School Year \_\_\_\_\_**

School \_\_\_\_\_

Date \_\_\_\_\_

Counselor  
Name \_\_\_\_\_

Principal  
Name \_\_\_\_\_

\_\_\_\_\_  
Counselor signature & date

\_\_\_\_\_  
Principal signature & date

In order to achieve the results planned, I will spend

\_\_\_\_\_ % of my time in the classroom

\_\_\_\_\_ % of my time with individual planning

\_\_\_\_\_ % of my time with responsive services

\_\_\_\_\_ % of my time with system support

My guidance & counseling plan will include outcomes with the following:

Staff:

Parents:

Community:

Continued Professional Development:

**ARIZONA COMPREHENSIVE COMPETENCY BASED GUIDANCE**  
**Guidance & Counseling Annual School Plan**

To: \_\_\_\_\_ From: \_\_\_\_\_  
Principal Counselor

I will make the following contributions to the students, staff and parents of \_\_\_\_\_  
School during the \_\_\_\_\_ school year.

**STUDENT RESULTS**

I will manage the educational, career and personal/social domains as delineated in the guidance/counseling program.  
Students will acquire and demonstrate the following checked competencies:

Personal/Social Development	Check indicates competency selected							Date Planned	Date Complete
	K	1	2	3	4	5	6		
1. Knowledge of the importance of self concept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. Skills to interact with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Awareness of the importance of growth and change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Educational Planning/Occupational Exploration	Check indicates competency selected							Date Planned	Date Complete
	K	1	2	3	4	5	6		
4. Awareness of the benefits of educational achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. Awareness of the relationship between work and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. Skills to understand and use career information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7. Awareness of the importance of personal responsibility and good work habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8. Awareness of how work relates to the needs and functions of society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Career/Life Planning	Check indicates competency selected							Date Planned	Date Complete
	K	1	2	3	4	5	6		
9. Understanding of how to make decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10. Awareness of the interrelationship of life roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11. Awareness of different occupations and changing male/female roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12. Awareness of the career planning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Additional Comments:



**ARIZONA COMPREHENSIVE COMPETENCY BASED GUIDANCE**  
**Guidance & Counseling Annual School Plan**

To: \_\_\_\_\_ From: \_\_\_\_\_  
Principal Counselor

I will make the following contributions to the students, staff and parents of \_\_\_\_\_ during the \_\_\_\_\_ school year.

**STUDENT RESULTS**

I will manage the educational, career and personal/social domains as delineated in the guidance/counseling program. Students will acquire and demonstrate the following checked competencies:

		Check indicates competency selected		
<b>Personal/Social Development</b>		<b>6</b>	<b>7</b>	<b>8</b>
1. Knowledge of the influence of a positive self concept.				
2. Skills to interact positively with others.				
3. Knowledge of the importance of growth and change.				
<b>Educational/Occupational Exploration</b>		<b>6</b>	<b>7</b>	<b>8</b>
4. Knowledge of the benefits of educational achievement to career opportunities.				
5. Understanding the relationship between work and learning.				
6. Skills to locate, understand, and use career information.				
7. Knowledge of skills necessary to seek and obtain jobs.				
8. Understanding how work relates to the needs and functions of the economy and society.				
<b>Career/Life Planning</b>		<b>6</b>	<b>7</b>	<b>8</b>
9. Skills to make decisions.				
10. Knowledge of the interrelationship of life roles.				
11. Knowledge of different occupations and changing male/female roles.				
12. Understanding the process of career planning.				

Additional Comments:

**ARIZONA COMPREHENSIVE COMPETENCY BASED GUIDANCE**  
**Guidance & Counseling Annual School Plan**

To: \_\_\_\_\_  
Principal

From: \_\_\_\_\_  
Counselor

I will make the following contributions to the students, staff and parents of \_\_\_\_\_  
during the \_\_\_\_\_ school year.

**STUDENT RESULTS**

I will manage the educational, career and personal/social domains as delineated in the  
guidance/counseling program. Students will acquire and demonstrate the following checked  
competencies:

Check indicates  
competency selected

<b>Personal/Social Development</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
1. Understanding the influence of a positive self concept.				
2. Skills to interact positively with others.				
3. Understanding the impact of growth and development.				

<b>Educational Planning/Occupational Exploration</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
4. Understanding the relationship between educational achievement and career planning.				
5. Understanding the need for positive attitudes toward work and learning.				
6. Skills to locate, evaluate, and interpret career information.				
7. Skills to prepare to seek, obtain, maintain and change jobs.				
8. Understanding how societal needs and functions influence the nature and structure of work.				

<b>Career/Life Planning</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
9. Skills to make decisions.				
10. Understanding the interrelationship of life roles.				
11. Understanding the continuous changes in male/female roles.				
12. Skills in career planning.				

Additional Comments:

**MASTER CALENDAR FOR CCBG**  
**SY** \_\_\_\_\_

MONTH: \_\_\_\_\_

<b>CURRICULUM</b>	<b>INDIVIDUAL PLANNING</b>	<b>RESPONSIVE SERVICES</b>	<b>SYSTEM SUPPORT</b>

## GUIDANCE AND COUNSELING MASTER CALENDAR

SITE: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

<b>AUGUST</b>	<b>JANUARY</b>
<b>SEPTEMBER</b>	<b>FEBRUARY</b>
<b>OCTOBER</b>	<b>MARCH</b>
<b>NOVEMBER</b>	<b>APRIL</b>
<b>DECEMBER</b>	<b>MAY</b>

**ARIZONA COMPREHENSIVE COMPETENCY BASED GUIDANCE**  
**Lesson Plan/Evaluation**

<b>School</b> _____  <b>Grade:</b> _____  <b>Date of Activity:</b> _____  <b>Number of Students:</b> _____	<u><b>CORE Curriculum Competency(ies) /Benchmark(s)</b></u> Reading _____ Writing _____ Math _____ Career/Tech. Ed.. _____ Fine Arts _____ Social Studies _____ Comp. Health _____	<u><b>Learner Qualities</b></u> Self-Directed Learner _____ Collaborative Worker _____ Problem Solver _____ Responsible Citizen _____ Quality Producer _____
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<b>COUNSELING COMPETENCY/IES:</b>
<b>MATERIALS/RESOURCES:</b>
<b>ACTIVITY:</b>

**EVALUATION:** Description of how student attainment of competency(s) was determined.

Verbal-	Written -	Observation -
<b>Comments:</b>		

## GUIDANCE ACTIVITY FEEDBACK

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

COUNSELOR/PRESENTER \_\_\_\_\_

TEACHER \_\_\_\_\_ SUBJECT \_\_\_\_\_

Please circle the number that most accurately reflects your rating of the guidance lesson.

1. The purpose of the lesson.

UNCLEAR    1       2       3       4       5       CLEAR

2. Why was this lesson meaningful or not meaningful?

\_\_\_\_\_  
\_\_\_\_\_

3. How do you think you will use this information? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. What other subjects would you like to see presented?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. If you would like to meet with your counselor, please make an appointment in the counseling office.

(Counselor - keep in file)

## GUIDANCE ACTIVITY FEEDBACK

STUDENT NAME \_\_\_\_\_ DATE \_\_\_\_\_

COUNSELOR/PRESENTER \_\_\_\_\_

TEACHER \_\_\_\_\_ SUBJECT \_\_\_\_\_

Please circle the number that most accurately reflects your rating of the guidance lesson.

1. The purpose of the lesson.

UNCLEAR    1       2       3       4       5       CLEAR

2. Why was this lesson meaningful or not meaningful? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. How do you think you will use this information? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. What other subjects would you like to see presented?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. If you would like to meet with your counselor, please make an appointment in the counseling office.

(Counselor - keep in file)

## CONTACT LOG

	DATE	NAME	IR	CS	IG	AR	AC	PC	HV	CI	DESCRIPTION	G	T	B	D	L	A
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	
8.																	
9.																	
10.																	
11.																	
12.																	
13.																	
14.																	
15.																	
16.																	
17.																	
18.																	
19.																	
20.																	
<b>Page Totals</b>																	

IR = in-house referral  
 AC = adult contact  
 AR = agency referral

CS = counseling services  
 PC = parent contact  
 CI = crisis intervention

IG = individual guidance  
 HV = home visit

G = grade  
 B = before school  
 D = during school

T = teacher  
 L = lunchtime  
 A = after school

## ARIZONA COMPREHENSIVE COMPETENCY BASED GUIDANCE

### Individual Planning With Students Log

Counselor \_\_\_\_\_

[illegible]



**ARIZONA COMPREHENSIVE COMPETENCY BASED GUIDANCE**  
**Responsive Services Log**

**Counselor** \_\_\_\_\_

DATE	TIME	DESCRIPTION

**TOTAL HOURS:** \_\_\_\_\_

**ARIZONA COMPREHENSIVE COMPETENCY BASED GUIDANCE**  
**Needs Data Survey for Students\***

Name: \_\_\_\_\_ School: \_\_\_\_\_

Circle the answer that best describes your thoughts.

- |   |     |    |
|---|-----|----|
| 1. I like to come to school.                                  | Yes | No |
| 2. I feel good about myself.                                  | Yes | No |
| 3. I can name good things about others.                       | Yes | No |
| 4. I can tell some one how I feel.                            | Yes | No |
| 5. I can work well with others.                               | Yes | No |
| 6. What I learn in school, I can use at home ant other places | Yes | No |
| 7. I know what I need to work on to do better in school.      | Yes | No |
| 8. I know what my family does to earn a living.               | Yes | No |
| 9. I finish my work on time.                                  | Yes | No |
| 10. I know of several jobs I would like to do.                | Yes | No |
| 11. I learn from my mistakes.                                 | Yes | No |
| 12. I help my family and friends.                             | Yes | No |
| 13. Boys and girls can have the same kind of jobs.            | Yes | No |
| 14. I think about things before I do them.                    | Yes | No |
| 15. Most of the time I feel successful.                       | Yes | No |

**\*This is a sample.** Counselors should make up surveys to meet individual site needs and include the Educational Planning/ Occupation Exploration and Career Domains.

**ARIZONA COMPREHENSIVE COMPETENCY BASED GUIDANCE  
NEEDS DATA SURVEY**

\_\_\_ Administrator  
\_\_\_ Teacher  
\_\_\_ Specialist

These are the curriculum areas I would like to see reinforced with students through the Guidance and Counseling program.

**SELF KNOWLEDGE DEVELOPMENT**

- \_\_\_ 1. Self-concept
- \_\_\_ 2. Interaction skills
- \_\_\_ 3. Growth and change

**EDUCATIONAL/OCCUPATIONAL EXPLORATION**

- \_\_\_ 4. Achievement
- \_\_\_ 5. Work and learning
- \_\_\_ 6. Career information
- \_\_\_ 7. Responsibility
- \_\_\_ 8. Needs of society

**CAREER PLANNING**

- \_\_\_ 9. Decision-making
- \_\_\_ 10. Life roles
- \_\_\_ 11. Occupational roles
- \_\_\_ 12. Career exploration

COMMENTS:

---

---

---

---

NAME \_\_\_\_\_

GRADE LEVEL \_\_\_\_\_

ROOM NUMBER \_\_\_\_\_

A GOOD TIME TO MEET WITH YOU MIGHT BE?

TIME/DAY: \_\_\_\_\_

**ARIZONA COMPREHENSIVE COMPETENCY BASED GUIDANCE**  
**Needs Data Survey for Parents**

Instructions: Please complete this survey to help the counselor at your school better serve your son/daughter. Return the survey to the school office or to your son's/daughter's teacher. Thank you!

Your son's/daughter's grade:            K      1      2      3      4      5  
(If more than one child at school, circle all appropriate grade levels.)

Have you talked with the school counselor this year?            Yes            No

Has your child spoken to you about the lessons/activities  
that the counselor teaches in their classroom?            Yes            No

Has the counselor met with your child this year  
individually and/or in a group setting?            Yes            No

In your opinion, has the counselor been helpful  
to your child at school?            Yes            No

Please use the following space to comment on the guidance and counseling  
program at your child's school. \_\_\_\_\_

---

---

---

---

---

---

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**THANK YOU FOR YOUR TIME IN FILLING OUT THIS SURVEY!**

<p style="text-align: center;"><b>ARIZONA</b> <b>COMPREHENSIVE COMPETENCY BASED GUIDANCE PROGRAM</b> <b>ELEMENTARY QUARTERLY AUDIT</b></p>
--

1st    2nd    3rd    4th    Quarter, (circle one) School Year \_\_\_\_\_

Counselor: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Attach copies of the following**

- **Counselor/Principal Agreement** - (1st quarter only)
- **Schedule** - (monthly or weekly for quarter indicated above only)
- **CCBG Class Portfolios** - (each class **OR** each grade level if same activities/lessons done in all classes in that grade level)

\_\_\_\_\_ Number of Classroom Guidance Lessons.

\_\_\_\_\_ Frequency of lessons (once a week, every two weeks, etc.)

\_\_\_\_\_ Number of groups you facilitate each week.

\_\_\_\_\_ Number of groups facilitated by an in-district professional.

\_\_\_\_\_ Number of groups facilitated by an out-of-district professional.

\_\_\_\_\_ Number of parent groups facilitated this quarter.

\_\_\_\_\_ Number of parents attending each group. (Average)

What were the parent group topics?

\_\_\_\_\_

List other activities you organized this quarter. (Peace March, Kindergarten Round-up, etc.)

\_\_\_\_\_

\_\_\_\_\_

How is the implementation of your *CCBG* program going?

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What could be improved to make your program more successful? \_\_\_\_\_

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Additional Comments:

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<p align="center"><b>ARIZONA COMPREHENSIVE COMPETENCY BASED GUIDANCE</b> <b>MIDDLE SCHOOL QUARTERLY AUDIT    SCHOOL YEAR _____</b></p>
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(One audit per each middle school counseling department  
reflecting all counselors totals for each category.)

1st    2nd    3rd    4th    Quarter (circle one)

Counselor: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Counselors: \_\_\_\_\_

**Attach copies of the following**

- **Counselor/Principal Agreement** - (1st quarter only)
- **Calendar** - Dept. calendar for current school year (1st quarter only)

\_\_\_\_\_ Number of Classroom Guidance Lessons.

\_\_\_\_\_ Frequency of lessons (once a week, every two weeks, etc.)

\_\_\_\_\_ Number of groups you facilitate each week.

\_\_\_\_\_ Number of groups facilitated by an in-district professional.

\_\_\_\_\_ Number of groups facilitated by an out-of-district professional.

\_\_\_\_\_ Number of parent groups facilitated this quarter.

\_\_\_\_\_ Number of parents attending each group. (Average)

What were the parent group topics?

\_\_\_\_\_

List other activities you organized this quarter. (Peace March, etc.)

\_\_\_\_\_

\_\_\_\_\_

Real Game:

How is it being used? \_\_\_\_\_

Choices, AzCIS and/or AzCRN Website:

How is it being used? \_\_\_\_\_

How is the implementation of your CCBG program going?

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What could be improved to make your program more successful? \_\_\_\_\_

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Additional Comments:

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<b>ARIZONA COMPREHENSIVE COMPETENCY BASED GUIDANCE</b> <b>HIGH SCHOOL QUARTERLY AUDIT SCHOOL YEAR _____</b>
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1st	2nd	3rd	4th	Quarter (circle one)
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Dept. Chair: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Counselors** \_\_\_\_\_

**Attach copies of the following:**

- **Counselor/Principal Agreement** (1st qtr. only)
- **Calendar - Dept. calendar for current school year** (1st qtr. only)

**Directions:**

Please submit one audit per each high school counseling department reflecting all counselors' totals for each category.

**Curriculum** - enter the total number of students receiving the guidance lessons indicated. In addition, please write in the names of each counselor in your department and fill in the number of classroom visits that were made by each counselor in each grade level.

[illegible]

- \_\_\_\_\_ = Number of individual conferences with students regarding academic deficiencies and/or personal/social issues.
- \_\_\_\_\_ = Number of parent contacts regarding student academic deficiencies and/or personal/social issues.

**College/Career**

- \_\_\_\_\_ = Number of students taking ASVAB.
- \_\_\_\_\_ = Number of students attending PSAT workshop.
- \_\_\_\_\_ = Number of students attending ACT/SAT workshop.
- \_\_\_\_\_ = Number of students taking PSAT.
- \_\_\_\_\_ = Number of students taking ACT. (this quarter)
- \_\_\_\_\_ = Number of students taking SAT. (this quarter)
- \_\_\_\_\_ = Number of college representative visitations.

**Special Projects this Quarter**

- |  |                                |
|--|--------------------------------|
| _____ New Student Parent Night           | _____ Open House               |
| _____ Magnet School Information Night    | _____ Fr. Parent Night         |
| _____ Sophomore Parent Night             | _____ Jr. Parent Night         |
| _____ Sr. Parent Night                   | _____ Financial Aid Night      |
| _____ Proctor Exams (please list)        | _____ Honor's Night            |
| _____                                    | _____ Arizona College Day      |
| _____ Other Parent Nights (please list)  | _____ Middle School Visitation |
| _____                                    |                                |
| _____ Summer Program Information Meeting |                                |
| Other (please list)                      |                                |

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# Arizona Comprehensive Competency Based Guidance Program

## SCHOOL GUIDANCE COUNSELOR PERFORMANCE APPRAISAL

Counselor: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_ Evaluator: \_\_\_\_\_

The School Guidance Counselor Performance Appraisal form contains basic standards of practice expected of counselors in Arizona. These performance standards not only function as the basis of counselor evaluation, but also serve as guides for self-evaluation.

### The competencies to be evaluated are:

- \* Competency 1 Plan, organize and deliver the guidance program
- \* Competency 2 Individual planning with students
- \* Competency 3 Response services
- \* Competency 4 System support
- \* Competency 5 Professional and personal qualities

### The performance standards are to be assessed by the following rating system:

- S = Superior
- E = Effective
- R = Requires improvement
- U = Unsatisfactory

### Competency 1: Plan, organize and deliver the Comprehensive Competency Based Guidance (CCBG) program

- |     |  |       |
|-----|--|-------|
| 1.1 | Carries out goals and objectives of the CCBG curriculum  | _____ |
| 1.2 | Develops CCBG materials and instructional strategies to meet student Outcomes and school goals | _____ |
| 1.3 | Implement activities/strategies to achieve desired student outcome                             | _____ |
| 1.4 | Evaluates attainment of desired student outcomes   | _____ |
| 1.5 | Manages time efficiently and effectively in performing guidance/counseling functions           | _____ |
| 1.6 | Maintains accurate and meaningful student records and documentation                            | _____ |
| 1.7 | Achieves the stated outcomes listed on the "Counselor/Principal Agreement"                     | _____ |

Comments:

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**Competency 2: Individual planning with students**

- |     |  |       |
|-----|--|-------|
| 2.1 | Consults with parents/guardians regarding the educational, career, and personal/social development of students | _____ |
| 2.2 | Helps student/families transition to next educational experience   | _____ |
| 2.3 | Accurately interprets the results of standardized tests to students,   |       |
| 2.4 | parents, and staff   | _____ |
| 2.5 | Consults with others to meet the developmental needs of students   | _____ |
| 2.6 | Shares student information within the limits of confidentiality  | _____ |
| 2.7 | Utilizes community and district resources to meet individual needs of students and families                    | _____ |
| 2.8 | Employs effective counseling strategies to facilitate attitude and behavior change                             | _____ |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Competency 3: Response services**

- |     |  |       |
|-----|--|-------|
| 3.1 | Demonstrates group guidance and counseling techniques appropriate  |       |
| 3.2 | to the topic and to the students' needs and abilities  | _____ |
| 3.3 | Utilizes appropriate small group guidance activities to enhance student learning                         | _____ |
| 3.4 | Responds appropriately to requests for information   | _____ |
| 3.5 | Consults with parents, educators, and community agencies regarding strategies to help students           | _____ |
| 3.6 | Utilizes and manages district and community resources to meet the needs of students, families, and staff | _____ |
| 3.7 | Provides counseling and support to students and their families in emergency situations                   | _____ |
| 3.8 | Establishes good rapport and uses effective communication skills with students                           | _____ |
| 3.9 | Is sensitive to the needs of diverse populations   | _____ |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Competency 4: System support**

- |     |  |       |
|-----|--|-------|
| 4.1 | Uses support staff effectively   | _____ |
| 4.2 | Serves as an effective liaison between the school and community                  | _____ |
| 4.3 | Presents CCBG program to staff, parents and community                            | _____ |
| 4.4 | Offers consulting services to staff to enhance their effectiveness with students | _____ |
| 4.5 | Reports results and accountability data associated with delivering CCBG program  | _____ |
| 4.6 | Attends workshops, trainings, etc. to enhance skills                             | _____ |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Competency 5: Professional and personal qualities**

- |      |   |       |
|------|---|-------|
| 5.1  | Dependability - is responsible and reliable   | _____ |
| 5.2  | Enthusiasm - is energetic and enjoys working with others  | _____ |
| 5.3  | Judgment - makes professional decisions which reflect insight and<br>And discretion; recognizes limitations in self and school setting and<br>Makes appropriate referrals | _____ |
| 5.4  | Self-motivated - uses one's own initiative to accomplish tasks  | _____ |
| 5.5  | Demeanor - exhibits self- confidence, self control, poise, and a sense<br>Of humor  | _____ |
| 5.6  | Tactfulness - is diplomatic and perceptive in dealing with others   | _____ |
| 5.7  | Cooperation - works willingly with others toward a common purpose;<br>Contributes to improvement of the climate and operation of the school                               | _____ |
| 5.8  | Appearance - is appropriately dressed and well groomed  | _____ |
| 5.9  | Professional Development - keeps informed of current theories,<br>Practices, issues and trends; involved in professional growth activities<br>And organizations           | _____ |
| 5.10 | Communication - speaks and writes clearly, effectively and appropriately  | _____ |
| 5.11 | Evaluation - willing to assess counseling programs with others and make<br>Changes to enhance program   | _____ |

Comments:

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Appraisal Summary Comment:

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\_\_\_\_\_  
Counselor Signature/Date

\_\_\_\_\_  
Evaluator Signature/Date

Contributed by Arizona Department of Education and Omaha Public Schools

## Arizona Comprehensive Competency Based Guidance

### PROGRAM STANDARDS

For a school to become a certified Comprehensive Competency Based Guidance Program School, the following standards outlined by the Arizona Department of Education, Career and Technical Education must be met.

Please rate the components of the school's CCBG Program using the following rating scale:  
**1 = inadequate, does not meet the standard, deficiencies noted; 2 = largely meets the standard, some deficiency still evident; 3 = meets the standard, no deficiency noted.**

STANDARD 1: BOARD APPROVAL		Reviewer Rating		
Approval of the Program by the local Board of Education		1	2	3

Evidence of Board Approval (minutes, agenda, letter, etc.)

☐ Yes ☐ No

STRENGTHS:

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RECOMMENDATIONS:

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STANDARD 2: ADVISORY COUNCIL		Reviewer Rating		
Documentation that a school advisory council has been organized and is functioning effectively.		1	2	3

1. Advisory Committee is organized and functioning effectively.

☐ Yes ☐ No

- Frequency of meetings (monthly, quarterly, or semi-annually).
- Documentation of utilization (review program results, recommend priorities).

STRENGTHS:

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RECOMMENDATIONS:

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STANDARD 3: NEEDS DATA		Reviewer Rating
A school-wide assessment that measures the gap between the desired results and the current results being achieved & completed within the last three years.		1 2 3

### 1. IMPLEMENTATION

- Formal needs data gap assessment instruments are used ☐ Yes ☐ No
- Needs data gap study within past three years. ☐ Yes ☐ No
- Data collected from parents, students, and faculty. ☐ Yes ☐ No

### 2. UTILIZATION

- Results have been used to prioritize guidance program Activities. ☐ Yes ☐ No

STRENGTHS:

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RECOMMENDATIONS:

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STANDARD 4: TIME ALLOCATION		Reviewer Rating
Evidence that EIGHTY PERCENT (80%) of counselor's time is devoted to DIRECT activities impacting students.		1 2 3

- School's target time allocation established and customized to meet the needs of the individual school. ☐ Yes ☐ No
- Percent of counselor time spent on direct services for all students (Guidance Curriculum, Individual Planning, Responsive Services) to ALL students. ☐ Yes ☐ No
  - Guidance Curriculum \_\_\_\_\_ %
  - Individual Planning with Students \_\_\_\_\_ %
  - Responsive Services \_\_\_\_\_ %

TOTAL DIRECT ACTIVITIES \_\_\_\_\_ %

3. Documentation of time and task analysis for each counselor (daily logs, weekly/monthly calendars).

☐ Yes ☐ No

STRENGTHS:

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RECOMMENDATIONS:

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STANDARD 5: ALL STUDENTS		Reviewer Rating		
A program that reflects a commitment that ALL students in the school shall benefit from the Comprehensive Competency Based Guidance Program.		1	2	3

1. ALL students participate in guidance curriculum activities, individual planning and responsive services.
- ALL students includes disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, students with disabilities, students with limited English proficiency, academically talented students, and students enrolled in nontraditional vocational courses.

☐ Yes ☐ No

2. Evidence to support that counselors meet with each student during the course of the school year.
- Individual meetings
  - Small group meetings
  - Classroom activities

☐ Yes ☐ No

☐ Yes ☐ No

☐ Yes ☐ No

STRENGTHS:

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RECOMMENDATIONS:

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STANDARD 6: STUDENT COMPETENCIES		Reviewer Rating		
Comprehensive Nature of Program		1	2	3
The guidance curriculum includes the twelve National Career Development Guidelines Student Competencies.				

**1. The guidance curriculum has been developed to respond to the twelve NCDG.**

**Evidence of this:**

- Samples of lesson plans and materials used by teachers which address competencies identified as high priority by the needs data gap assessment. ☐ Yes ☐ No
- Summary of integration of NCDG competencies with Academic standards. ☐ Yes ☐ No
- Indicators are used to measure student competency attainment. ☐ Yes ☐ No

**Self-Knowledge Component**

- Understanding the influence of a positive self-concept. ☐ Yes ☐ No
- Skills to interact positively with others. ☐ Yes ☐ No
- Understanding the impact of growth and development. ☐ Yes ☐ No

**Educational and Occupational Exploration Component**

- Understanding relationship between educational achievement ☐ Yes ☐ No
- Understanding the need for positive attitudes toward work and learning. ☐ Yes ☐ No
- Skills to locate, evaluate, and interpret career information. ☐ Yes ☐ No
- Skills to prepare to seek, obtain, maintain and change jobs. ☐ Yes ☐ No
- Understanding how societal needs and functions influence the nature and structure of work. ☐ Yes ☐ No

**Career Planning Component**

- Skills to make decisions ☐ Yes ☐ No
- Understanding the interrelationship of life roles. ☐ Yes ☐ No
- Understanding the continuous changes in male/female roles. ☐ Yes ☐ No
- Skills in career planning. ☐ Yes ☐ No

STRENGTHS:

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RECOMMENDATIONS:

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<b>STANDARD 7: INDIVIDUAL PLANNING WITH STUDENTS</b>		<b>Reviewer Rating</b>
Counselors assist students plan, monitor and manage their own learning, education and career plans.		1    2    3

1. **Individual Appraisal** . . . evaluation of student abilities, interests, strengths, and achievement. ☐ Yes   ☐ No
2. **Individual Advisement** . . . development of student personal, educational and career goals and plans. ☐ Yes   ☐ No
3. **Placement** . . . assisting students' transition from school to school, school to work, school to post-secondary education and training. ☐ Yes   ☐ No

STRENGTHS:

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RECOMMENDATIONS:

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<b>STANDARD 8: RESPONSIVE SERVICES</b>		<b>Reviewer Rating</b>
Responsive Services are available to address the immediate concerns of all students.		1    2    3

1. **Evidence of prevention and intervention activities/programs.**  
**Such activities/programs have been developed to address concerns and needs of students as identified by teachers, community members, and the needs data gap assessment.**  
**Areas of focus may include but are not limited to:** ☐ Yes   ☐ No

- Drop out prevention
- Student Assistance Program
- Peer Leadership Team
- Drug and alcohol prevention
- Teacher advisory
- Suicide, grief, loss, coping with stress
- Equity, character education
- Individual and group counseling
- Crisis intervention
- Consultation

STRENGTHS:

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RECOMMENDATIONS:

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STANDARD 9: SYSTEM SUPPORT		Reviewer Rating		
Management activities that establish, maintain and improve the total guidance program.		1	2	3

1. Evidence of activities that support the overall guidance program that include but are not limited to:

☐ Yes ☐ No

- Professional development (counselors academy, in-service, university)
- Staff and community relations
- Consultation
- Advisory council
- Committee meetings
- Continuous quality improvement & planning time
- Community outreach
- Program management/operations
- Research and development

STRENGTHS:

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RECOMMENDATIONS:

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STANDARD 10: ARTICULATION		Reviewer Rating		
Collaboration and planning between educational levels.		1	2	3

1. Evidence of articulation

- Elementary to middle school
- Middle school to high school

☐ Yes ☐ No  
☐ Yes ☐ No

- High school to post secondary - as evidenced by 6 year plans, college credit at the community college (tech prep)

☐ Yes ☐ No

STRENGTHS:

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RECOMMENDATIONS:

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STANDARD 11: PROGRAM INFRASTRUCTURE		Reviewer Rating		
Sufficient district support is provided to the guidance program.		1	2	3

1. **Structural components adequately support the guidance program.**

☐ Yes ☐ No

- Guidance facilities
- Career center
- Resources, curriculum material
- Computer equipment
- Assessment tools
- Clerical support

2. **Administrative commitment.**

☐ Yes ☐ No

The building administrator provides written and verbal support.

3. **Adequate budget.**

☐ Yes ☐ No

Funds are available to successfully implement the guidance program.

STRENGTHS:

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RECOMMENDATIONS:

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<b>STANDARD 12: INSERVICE TRAINING</b>		<b>Reviewer Rating</b>
All guidance team members have participated in the state sponsored Comprehensive Competency Based Guidance in-service training.		1    2    3

1. School administrators have participated in in-service training. ☐ Yes ☐ No
- 2 All counselors and other key staff have been trained. ☐ Yes ☐ No  
(Arizona Counselors' Academy, district in-service, summer vocational conference, university)
3. Counselors are working to in-service teachers and other key staff on the Comprehensive Competency Based Guidance Program. ☐ Yes ☐ No

STRENGTHS:

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RECOMMENDATIONS:

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OVERALL STRENGTHS AND RECOMMENDATIONS			
1. Where is your program?			
1 Inadequate Doesn't Meet Standards	2 Meets Standards Some Deficiencies	3 Meets Standards No Deficiencies	
2. Program Strengths:			
3. Recommendations:			
School _____		Reviewer _____	

# Arizona Comprehensive Competency Based Guidance Program

## Program Evaluation

School: \_\_\_\_\_ Counselor: \_\_\_\_\_

CCBG Component	Level of Implementation				
	Needs Improvement		Operating Well		Mastered
FOUNDATION:					
Mission Statement	1	2	3	4	5
Philosophy	1	2	3	4	5
Goals	1	2	3	4	5
Competencies	1	2	3	4	5
DELIVERY SYSTEM:					
Classroom Guidance Curriculum	1	2	3	4	5
Individual Planning	1	2	3	4	5
Responsive Services	1	2	3	4	5
System Support	1	2	3	4	5
MANAGEMENT SYSTEM					
Documentation	1	2	3	4	5
Counselor / Principal Agreement	1	2	3	4	5
School Plan	1	2	3	4	5
Master Calendar	1	2	3	4	5
ASSESSMENT SYSTEM:					
Advisory Council	1	2	3	4	5
Needs Data	1	2	3	4	5
Student Results	1	2	3	4	5
Program Evaluation	1	2	3	4	5
Counselor Evaluation	1	2	3	4	5

Comments:

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**The Education Trust, Inc.**  
**New Vision for School Counselors**

<b>LEADERSHIP</b>	<b>ADVOCACY</b>	<b>TEAMING AND COLLABORATION</b>	<b>COUNSELING AND COORDINATION</b>	<b>ASSESSMENT AND USE OF DATA</b>
Promoting, planning, implementing prevention programs, career/college activities, course selection and placement activities, social/personal management and decision making activities	Making available and using data to help the whole school look at student outcomes	Participate/consult with teams for problem-solving; ensuring responsiveness to equity and cultural diversity issues as well as learning styles	Brief counseling encounters with individual students, groups and families	Assess and interpret student needs, recognizing differences in culture, languages, values and backgrounds
Provide data snapshots of student outcomes, show implications, achievement gaps, and provide leadership for school to view through equity lens	Use data to affect change; calling on resources from school and community	Collaborate with other helping agents (peer helpers, teachers, principal, community agencies, business)	Coordinate resources, human and other, for students, families, and staff, to improve student achievement (community, school, home, etc.)	Establish and assess measurable goals for student outcomes from counseling programs, activities, interventions, and experiences
Arrange 1-1 relationships for students with adults in school setting for additional support and assistance in reaching academic success	Advocate for student experiences and exposures that will broaden students' career awareness and knowledge	Collaborate with school community teams to focus on rewards, incentives and supports for student achievement	Key liaison working with students and school staff to set high aspirations for all students and develop plans/supports for achieving these aspirations	Assess building barriers that impede learning, inclusion and/or academic success for students
Play a leadership role in defining and carrying out the Guidance and Counseling function	Advocate for students' placement and school support for rigorous preparation for all students	Collaborate with school staff members in developing staff training on team responses to students' academic, social, emotional and developmental needs	Coordinate staff training initiatives which address student needs on a school wide basis	Interpret student data for use in whole school planning for change

**American School Counselor Association**  
**Ethical Standards**  
**Revised June 25, 1998**

**Preamble**

The American School Counselor Association (ASCA) is a professional organization whose members have a unique and distinctive preparation grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The counselor assists in the growth and development of each individual and uses his/her highly specialized skills to protect the interests of the counselee within the structure of the school system. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived: 1. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief or practice, regardless of age color, disability, ethnic group, gender, race, religion, sexual orientation, marital status or socioeconomic status. 2. Each person has the right to self-direction and self-development. 3. Each person has the right of choice and the responsibility for goals reached. 4. Each person has the right to privacy and thereby the right to expect the counselor-counselee relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality. In this document the American School Counselor Association has specified the principles of ethical behavior necessary to maintain and regulate the high standards of integrity, leadership, and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by its members. As the code of ethics of the association, this document establishes principles that define the ethical behavior of its members. The purposes of this document are to: 1. Serve as a guide for the ethical practices of all professional school counselors, regardless of level, area, population served, or membership in this professional association. 2. Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to counsees, parents, colleagues and professional associates, schools and community, self and, the counseling profession. 3. Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

**A. RESPONSIBILITIES TO STUDENTS**

The professional school counselor:

1. Has a primary obligation to the counselee who is to be treated with respect as a unique individual.
2. Is concerned with the educational, career, emotional, and behavior needs and encourages the maximum development of each counselee.
3. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent the counselor's personal orientation.
4. Is responsible for keeping informed of laws, regulations or policies relating to counsees and strives to ensure that the rights of counsees are adequately provided for and protected.

**A2. Confidentiality**

The professional school counselor:

1. Informs the counselee of the purposes, goals, techniques and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered. Notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counsees through a written and shared statement of disclosure.
2. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. Counselors will consult with other professionals when in doubt as to the validity of an exception.
3. Discloses information to an identified third party, who by his or her relationship with the counselee is at a high risk of contracting a disease that is commonly known to be both communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has not already informed the third party about his or her disease and that he/she is not intending to inform the third party in the immediate future.
4. Requests from the court that disclosure not be required when the release of confidential information without a counselee's permission may lead to potential harm to the counselee.



5. Protects the confidentiality of counselee's records and releases personal data only according to prescribed laws and school policies. Student information maintained in computers is treated with the same care as traditional student records.
6. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the counselee, consistent with the obligation of the counselor as a professional person. In a group setting, the counselor sets a norm of confidentiality and stresses its importance, yet clearly states that confidentiality in group counseling cannot be guaranteed.

#### **A3. Counseling Plans**

The professional school counselor:

Works jointly with the counselee in developing integrated and effective counseling plans, consistent with both the abilities and circumstances of the counselee and counselor. Such plans will be regularly reviewed to ensure continued viability and effectiveness, respecting the counselee's freedom of choice.

#### **A4. Dual Relationships**

The professional school counselor:

Avoids dual relationships; which might impair his/her objectivity and increase the risk of harm to the client (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

#### **A5. Appropriate Referrals**

The professional school counselor:

Makes referrals when necessary or appropriate to outside resources. Appropriate referral necessitates knowledge of available resources, and making appropriate plans for transitions with minimal interruption of services. Counselees retain the right to discontinue the counseling relationship at any time.

#### **A6. Group Work**

The professional school counselor:

Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

#### **A7. Danger to Self or Others**

The professional school counselor:

Informs appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals. The counselor informs the counselee of actions to be taken so as to minimize his or her confusion and clarify counselee and counselor expectations.

#### **A8. Student records**

The professional school counselor:

Maintains and secures records necessary for rendering professional services to the counselee as required by laws, regulations, institutional procedures, and confidentiality guidelines.

#### **A9. Evaluation, Assessment and Interpretation**

The professional school counselor:

1. Adheres to all professional standards regarding selection, administration, and interpretation of assessment measures. The counselor recognizes that computer-based testing programs require specific training in administration, scoring and interpretation; which may differ from that required in more traditional assessments.
2. Provides explanations of the nature, purposes, and results of assessment/evaluation measures in language that can be understood by counselee(s).
3. Does not misuse assessment results and interpretations and takes reasonable steps to prevent others from misusing the information.

- Utilizes caution when using assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument was standardized.

#### **A10. Computer Technology**

The professional school counselor:

- Promotes the benefits of appropriate computer applications and clarifies the limitations of computer technology. The counselor ensures that (1) computer applications are appropriate for the individual needs of the counselee, (2) the counselee understands how to use the application, and (3) follow-up counseling assistance is provided. Members of under-represented groups are assured equal access to computer technologies and the absence of discriminatory information and values within computer applications.
- Counselors who communicate with counsees via Internet should follow the NBCC Standards for Web Counseling.

#### **A11. Peer Helper Programs**

The professional school counselor:

Has unique responsibilities when working with peer helper programs. The school counselor is responsible for the welfare of counsees participating in peer helper programs under his/her direction. School counselors who function in training and supervisory capacities are referred to the preparation and supervision standards of professional counselor associations.

### **B. RESPONSIBILITIES TO PARENTS**

#### **B1. Parent Rights and Responsibilities**

The professional school counselor:

- Respects the inherent rights and responsibilities of parents for their children and endeavors to establish as appropriate, a collaborative relationship with parents to facilitate the maximum development of the counselee.
- Adheres to laws and local guidelines when assisting parents experiencing family difficulties which interfere with the counselee's effectiveness and welfare.
- Is sensitive to the cultural and social diversity among families and recognizes that all parents, custodial and non-custodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their position and according to law.

#### **B2. Parents and Confidentiality**

The professional school counselor:

- Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.
- Provides parents with accurate, comprehensive and relevant information in an objective and caring manner, as appropriate and consistent with ethical responsibilities to the counselee.
- Makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share regarding the counselee.

### **C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES**

#### **C1. Professional Relationships**

The professional school counselor:

- Establishes and maintains a professional relationship with faculty, staff and administration to facilitate the provision of optimum counseling services. The relationship is based on the counselor's definition and description of the parameters and levels of his/her professional roles.
- Treats colleagues with respect, courtesy, fairness and in a professional manner. The qualifications, views, and findings, of colleagues are represented to accurately reflect the image of competent professionals and organizations to whom the counselee may be referred.

#### **C2. Sharing Information With Other Professionals**

The professional school counselor:

- Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.

2. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
3. If a counselee is receiving services from another counselor or other mental health professional, the counselor, with client consent will inform the other professional and develop clear agreements to avoid confusion and conflict for the counselee.

#### **D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY**

##### **D1. Responsibilities to the School**

The professional school counselor:

1. Supports and protects the educational program against any infringement not in the best interests of counselees.
2. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property, while honoring the confidentiality between the counselee and the counselor.
3. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate officials of conditions which may limit or curtail his/her
4. effectiveness in providing programs and services.
5. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors recommend that administrators hire for professional counseling positions only individuals who are qualified and competent.
6. Assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to
7. meet the counselee's developmental needs and (3) a systematic evaluation process for comprehensive school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

##### **D2. Responsibility to the Community**

The professional school counselor:

Collaborates with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

#### **E. RESPONSIBILITIES TO SELF**

##### **E1. Professional Competence**

The professional school counselor:

1. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
2. Monitors personal functioning and effectiveness and does not participate in any activity which may lead to inadequate professional services or harm to a counselee.
3. Strives through personal initiative to maintain professional competence and keep abreast of scientific and professional information. Professional and personal growth is continuous and ongoing throughout the counselor's career.

##### **E2. Multicultural Skills**

The professional school counselor:

Understands the diverse cultural backgrounds of the counselees with whom he/she works. This includes, but is not limited to, learning how the school counselor's own cultural/ethnic/racial identity impacts his/her values and beliefs about the counseling process.

#### **F. RESPONSIBILITIES TO THE PROFESSION**

##### **F1. Professionalism**

The professional school counselor:

1. Accepts the policies and processes for handling ethical violations as a result of maintaining membership in the

American School Counselor Association.

2. Conducts himself/herself in such a manner as to advance individual, ethical practice and the profession.
3. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices. When using client data for research, statistical, or program planning purposes, the counselor ensures protection of the identity of the individual counselees.
4. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state and local governments.
5. Clearly distinguishes between statements and actions made as a private individual and as a representative of the school counseling profession.
6. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice, seek and receive unjustified personal gains, unfair advantage, sexual favors, or unearned goods or services.

## **F2. Contribution to the Profession**

The professional school counselor:

1. Actively participates in local, state and national associations which foster the development and improvement of school counseling.
2. Contributes to the development of the professional through the sharing of skills, ideas, and expertise with colleagues.

## **G. MAINTENANCE OF STANDARDS**

Ethical behavior among professional school counselors, Association members and non-members, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in the Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide.

1. The counselor should consult with a professional colleague to confidentially discuss the nature of the complaint to see if he/she views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek appropriate resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, state SCA and ASCA Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
  - State school counselor association
  - American School Counselor Association
5. The ASCA Ethics Committee is responsible for educating and consulting with the membership regarding the ethical standards. The Committee periodically reviews and recommends changes in the code as well as the Policies and Procedures for Processing Complaints of Ethical Violations. The Committee will also receive and process questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Chair. Finally, the Committee will handle complaints of alleged violations of our ethical standards. Therefore, at the national level, complaints should be submitted in writing to the

ASCA Ethics Committee

c/o The Executive Director, American School Counselor Association

801 North Fairfax Street, Suite 310

Alexandria, VA 22314

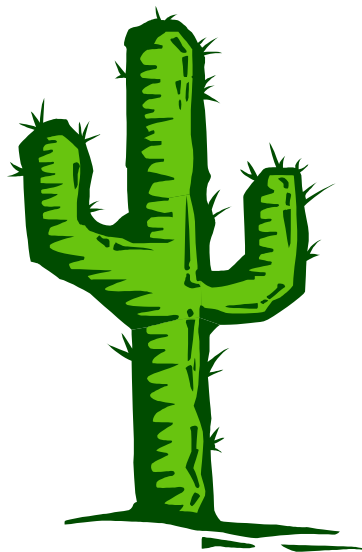
Human Resources - see the ASCA web site [www.schoolcounselor.org](http://www.schoolcounselor.org)

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# Annotated Bibliography



# Arizona Comprehensive Competency Based Guidance Program

## ANNOTATED BIBLIOGRAPHY

Blum, Dorothy J. The School Counselor's Book of Lists. The Center for Applied Research, West Nyack, New York, 1998. ISBN 0-87628-129-3

This resource is practical, well-organized, comprehensive and includes accurate and up-to-date information about a broad range of topics. It contains lists of activities, materials, and ideas for academic, career, and personal/social counseling, classroom guidance lessons, parenting education courses, and staff development for teachers. Also included are lists of recommended books and periodicals, tips to assist in daily routines, lists of hotlines, addresses and phone numbers, and topics with Uniform Resource Locators (URLs) for easy access on the Internet.

Brigman, Greg and Earley, Barbara. Group Counseling For School Counselors: A Practical Guide. J. Weston Walch, Publisher, Portland, Maine, 1991  
ISBN 0-8251-1785-2

This book is a practical guide for leading counseling groups for school-aged children and youth. It includes a description of group-leadership skills, the group-counseling process, detailed session outlines, and a range of group topics that cover the most important themes in working with young people.

Burgess, David. Total Quality Counseling. Mar. Co. Publishing, Warminster, PA, 1991. ISBN 1-884063-44-6

This comprehensive manual for elementary/middle school counselors is a complete guide for developmental counseling. It answers the many questions that counselors ask about beginning a developmental program—the counseling skills needed, individual counseling, small group counseling, consulting, group guidance, coordinating a comprehensive program, program development and evaluation, as well as many ways to tell about and sell a developmental guidance program. Also included are many reproducible forms that will help counselors coordinate a developmental guidance program efficiently. This is an excellent resource for the beginning counselor, the counselor wanting to evaluate an already existing guidance program, or a student looking toward a career in guidance and counseling.

Campbell, Chari A and Dahir, Carol. Sharing the Vision: The National Standards for School Counseling Programs. American School Counselor Association, Alexandria, VA , 1997. ISBN 1-56009-026-X

Comprehensive Competency-Based Guidance (CCBG). Edited by John Bloom. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, 1996.

Email: [ericcass@iris.uncg.edu](mailto:ericcass@iris.uncg.edu)

This collection of ERIC/CASS Digest selections presents useful ideas, specific suggestions, and valuable resources for implementing a CCBG program.

Developmental Guidance Classroom Activities For Use With the National Career Development Guidelines. Edited by Roger Lambert, Madison, WI, University of Wisconsin at Madison, 1996. Center on Education and Work, University of Wisconsin-Madison School of Education, 964 Educational Sciences Building, 1025 W. Johnson St., Madison, Wisconsin, 53706

These guides provide classroom or group guidance teaching activities correlated to the National Career Development Guidelines, These 600 activities include grade level, purpose, organization, necessary materials, and how to evaluate competency achievement. The activities are divided into four volumes: K-3, 4-6, 7-9, and 10-12. These activities provide the basis for integrating career development into the classroom.

Gysbers, Norman C. and Guidance Program Field Writers. Comprehensive Guidance Programs That Work II. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse. 1997. ISBN 1-56109-079-4

Gysbers, Norman C. and Henderson, Patricia. Developing and Managing Your School Guidance Program. Alexandria, VA: American Association for Counseling and Development, 2000, Third Edition. ISBN 1-55620-119-2

Johnson, Ruth S. Setting Our Sights—Measuring Equity in School Change. The Achievement Council, Los Angeles, CA, 1996.

This book is about how data can be used as a lever to achieve school change, especially in schools often considered furthest from current standards of excellence. It provides ways of thinking about change in a new light, methods of challenging the beliefs and attitudes that get in the way, and a toolbox full of practical ideas and instruments that can be used to prompt and measure

change. The data strategies in this book can help you prepare a truly relevant strategic plan and monitor its progress.

Johnson, Sharon K. and Johnson, Clarence D. "The New Guidance: A systems Approach to Pupil Personnel Programs." A California School Counselor's Convention presentation paper. April, 1991.

Drs. Curly and Sherri Johnson provide a concise, cogent rationale and explication of "New Guidance." (This system provides the foundation for the Arizona Model of competency-based guidance.) The article includes a comparison between the "New Guidance" and the outdated "Add-On Guidance Model," a discussion of current trends and the importance of the paradigm shift as well as a brief explication of program elements, which comprise the "New Guidance" (or Arizona Comprehensive Competency-Based) model.

Maximizing School Guidance Program Effectiveness. Edited by Cass Dykeman. Greensboro, NC. ERIC Clearinghouse on Counseling & Student Services, 1998.

Myrick, Robert D. And Sabella, Russell A. Confronting Sexual Harassment: Learning Activities for Teens. Educational Media Corporation, Minneapolis, MN, 1995. ISBN 0-932796-74-5 This book is designed to help counselors, teachers and other adults work with young people regarding the development of positive personal relationships. More specifically, it is an attempt to address the particularly troublesome area of harassment. It includes some general information and background that highlight the problem and provides a guidance unit consisting of eight group sessions, each with objectives, procedures, and activities.

Missouri Comprehensive Guidance: A Model for Program Development, Implementation and Evaluation. Missouri Department of Elementary and Secondary Education, 1989. Instructional Materials Laboratory, 2316 Industrial Dr., Columbia, Missouri 65202

This program includes a handbook and a very organized, professionally produced and packaged set of activities and strategies to meet NOICC student competencies. Can be ordered for elementary, middle and high school levels.

A Practitioner's Guide to Evaluating Guidance Programs. Edited by Sharon K. Johnson, Edwin A. Whitfield. American College Testing Corporation, 1991.



ISBN 1-56009-011-1

A comprehensive look at integrating an evaluation process within a competency-based guidance program. This book fits well into the Arizona CCBG model and is a good resource for anyone wanting to implement a strong evaluation component in their guidance program.

Wittmer, Joe. Managing Your School Counseling Program: K-12 Developmental Strategies. Educational Media Corp., Minneapolis, MN. 1993.

ISBN 0-932796-54-0

Thirty professionals share effective strategies and explore current issues and concepts relating to a K-12 school guidance and counseling program. The developmental approach is defined and information and strategies for implementing this approach are presented for elementary, middle, and high school counselor.

Wittmer, Joe. Valuing Diversity and Similarity: Bridging the Gap through Interpersonal Skills. Educational Media Corp., 1992. ISBN 0-932796-37-0

This book is a step-by-step approach that will help you to develop the skills needed to be a careful listener and a more effective speaker (i.e., "communicator"). It can enhance your interactions. In particular, it outlines an approach and provides examples that can help you to facilitate communication among people with different cultural heritages. It is a manual to help you to relate more effectively with multi-cultural groups, focusing on the what, why, and how of facilitative communication.

